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THE CHICAGO TEACHER:

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EDITORIAL.

WITH this number of the CHICAGO TEACHER many of the subscriptions expire. Five months ago we announced that it would be our purpose to make the TEACHER a journal that should commend itself to the favor and support of teachers and other friends of education, and with that aim we have labored, both in editorial and contributions, to present advanced views in educational matters, to furnish such discussions, suggestions and educational intelligence as would be profitable and entertaining, and jealously to guard and uphold the interests of the profession. Whether we have kept faith with our engagements, we leave with our readers to decide. We have received commendations and encouragement in various ways. Our friends have extended to us kindly mention and flattering praise, and in a substantial way our subscription column has been steadily growing. For all this evidence of appreciation we are grateful.

With the new volume may we not hope to see our list of subscribers largely increased? We do not assume that we have a special mission to perform as a conductor of an educational journal, nor that the teacher who does not read the paper issued by us is professionally dead, nor that wisdom has declared itself in us in respect of all educational work; yet it certainly is no presumption to say that our experience as a teacher may qualify us to say something, at least in our better moods,—we believe in moods—that shall have the virtue of being suggestive. Besides it shall be our privilege to lay tribute as we can, upon the recorded observation and thought of men and women eminent in our profession, and who are always worthy to be heard.

The only policy that we shall be at liberty to advocate will find its expression in unremitting efforts looking to wise and judicious legislation in all matters that have respect to the work of the teacher, whether this legislation shall be national, state or municipal. We shall feel at liberty to discuss questions of educational import, whether

in high places or low, and we propose to have an opinion of both men and measures. We can not hope to give universal satisfaction. We do not care to. We have no ambition to *reflect* views. We prefer to provoke discussion, it may be comment, for it is by discussion that light and truth come.

Our columns shall be open to, and we cordially invite, short, terse and pointed paragraphs or articles in discussion of any live question that shows itself above our professional horizon.

The CHICAGO TEACHER is in the line of what we hope to make it, a live, readable, educational journal. To make such a magazine demands not only brain but a moneyed support. We take the liberty then of appealing to those of our current subscribers whose subscriptions expire this month, for a prompt renewal. If the TEACHER suits you, please send your names at once, with as many more as you can induce to subscribe. Our circulation ought to be doubled within three months, and we confidently hope the friends of the TEACHER will cheerfully aid us in this matter. May we not expect a generous recognition of the claims of the TEACHER to the support of all who would do something for educational progress? As an encouragement to work for us we invite attention to the inducements we offer on another page of this number.

From the 1st of January, 1875, the CHICAGO TEACHER will be sent to subscribers, *postage prepaid*, on receipt of price, \$1.50 per annum.

NO QUESTION of educational import—if by sarcasm it may so be called—has been dignified with a wider range of discussion, has more filled the atmosphere which schoolmen and the public have breathed, than the subject of corporal punishment. Educational journals throughout the land have sounded their trumpets, as to an onset, and their columns have been filled with grave arguments and solemn opinions on one side or the other. County institutes, State Associations and National Conventions have given it a prominent position on their programmes, and wiseacres have read long homilies in support or in denunciation of the practice. Boards of Education and Superintendents have gravely considered its claims, as an educational measure, in their reports, and teachers of a humbler position have cast in their mite of testimony with regard to it, either as a curative or pernicious agency. The press and the public have neither been silent nor given forth an uncertain sound, and so changed or modified has become the sentiment towards it that the practice has fallen into a deserved odium, and the number of those who advocate the infliction of bodily flogging upon the

children by the teachers, is daily growing smaller and most beautifully less.

We repeat, the whole air has been full of comment and condemnation of *bodily* chastisement, but not one voice or pen of protest has been employed in a public way against that ten-fold more pernicious, that really poisonous practice, that is only fitly termed, *flogging* the soul. It is equally old with its dying confrere, but bids fair to survive it. They have been a sort of Chang and Eng, but differing in this regard, that as the one is passing into decay and is fast becoming a memory, the other grows more formidable and hideous; and it is all the more formidable because, like the Hydra of Hercules, no sooner is one phase destroyed than another and worse succeeds it, and the infinite variety of aspects in which it presents itself would seem to indicate little less than a genius for inquisition. We do not underrate the infinite array of obstacles in the work of the teacher, nor do we fail to apprehend fully the provocations that are so constantly called forth by the exhaustive nature of the teacher's position. We believe there is no other human industry so destructive of the vital energies of men and women, and in so short a period of time, as that of the teacher; but with all our comprehension of the hardships of this vocation, it is none the less painful to witness how far this practice prevails in the schools of to-day. Heartless references in a public way to pupils' mistakes, cruel misapprehensions of motives of conduct, sneering remarks—unconscious it may be, yet none the less painful—with respect to the dullness of pupils, censoriousness, scolding, fretting, humiliating and degrading punishments, etc., are some of the ways in which this flogging of the soul takes shape. A blow may sometimes be merciful; never does it wound so deeply as a cruel taunt.

A prominent Superintendent of Schools once remarked to the writer that he would rather see his boy come home marked with a rawhide, than to find his faith in human goodness lessened by one heartless word or deed of the teacher, or to see him harassed in soul by scolding or fretting. We have believed in that man ever since, and the remark was not more a tribute to his wisdom of head than to his goodness of heart. We believe it is not too much to say, that to no one agency may be attributed the dislike that so many children entertain to the restraints of the school room, so much as to the practice of scolding. It is a sort of poison that destroys but slowly, it is true, yet not the less certainly, all the best life of the child, that saps his affections and makes him that sad spectacle—a youthful cynic. It is impossible that children should retain that freshness of life, that exuberance of spirit, that buoyancy of temperament, so necessary to symmetry of character, who are subjected daily to a carping or censorious manner of the teacher.

A critical observer, if passing through the schools of a given locality, would be both surprised and pained, if his heart were not stone, to notice how intimately associated with school management or mis-management is the practice of captious criticism of conduct and motives, or of humiliating punishments. He might be told of a certain pupil who is making some heroic effort, but who, through ignorance, fails, "He is the most stupid boy I ever saw, good enough as to behavior, but he seems to have little or no mind for study." He would probably hear some fulsome, invidious praise or injudicious blame,

or witness some exacting or degrading penalty suffered by a child whose activities needed guidance, and who could be happy only when active. And all this, in our judgment, grows out of that settled conviction—no, not conviction, for that implies an approval of the judgment—but that singular mental state that suggests punishment of some kind and in some form, for every act not measured by plummet and rule. It seems to be forgotten that it is the prerogative of the teacher to instruct and not to punish, to supply the conditions of growth in the child and to contribute the factors that make, for his happiness as well as for his development. It is the privilege of the teacher to be cheerful and to make the school life of the child cheerful.

A successful battle has been made upon *corporal* punishment, so we wage war upon *soul* torture, as being an enemy far more inimical to public education. We demand of teachers that the treatment of their pupils be such as is prompted by a genuine self-respect, an honest pride that scorns to take advantage of their position, a controlling sympathy with childhood and its lines of activity, a Christian spirit of forbearance with the failures, and a deep and abiding reverence for the souls of children. We appeal to teachers that they abstain from every form of petulant exactions, of censorious criticism, of injudicious fault-finding. On behalf of the little ones we petition, Let them alone; they are worried over-much; their school days, that ought to be their most pleasant seasons, are rendered irksome because of some underflow of heartlessness. We have no desire to put this too strong, we could hardly do so, for we think the facts will more than sustain our position. We do not intimate that it is general—it is not. As a body, our teachers are of natures too noble. But its existence as a practice by many—altogether too many—teachers is a stubborn fact that will not be gainsaid, and it is of these we ask better things. If but one soul has been tortured or wronged by some inexpedient or ill-timed criticism, or by some unkind and unmerited rebuke of a single teacher, it were enough to command the sympathy of our pen. Let us, then, have in school management a patient, sympathetic and charitable treatment of our pupils, and our word for it, we shall soon see our schools endeared to the hearts of the children, and ourselves occupying an enviable place in their regard.

AND now that the election for State Superintendent of Public Instruction is over, and Mr. S. M. Etter has, by official count, been declared the choice of the people for that most important office, we respectfully call upon him to make good his pledge to give his best effort to the elevation and upbuilding of our public school system. It is not yet complete, either in its scope or its requirements. Provision has been made only for certain educational demands of a ruder and more elementary kind, and but little of anything of a more esthetic character, and we take the liberty now to suggest to the new incumbent that he fortify himself for a persistent attack upon the legislative body of this State, with a view of securing legislative provision in the direction of music and drawing as legal branches of study in our public schools. These branches of learning ought to receive a public recognition by our law-making body, as subjects of study and public instruction, that will and must take a deep hold upon the sym-

pathies, and that must commend themselves to the intelligent judgment of the great mass of the people, the former in its relation to a refined popular taste, the latter as related to the great departments of industry in our country, mechanics, engineering and architecture. There are no two elements of knowledge that so directly come within the range of the people's capacity to measure, and none that would more certainly command their respect and their cordial support, for the very simple reason that a proficiency in them takes that tangible shape which appeals at once to the public, and enlists their interest by virtue of the fact that they are matters that reach their understanding through that easiest of all channels of information, the sense of perception.

The ability to analyze a sentence, or fluently to parse the words thereof; the power to give some brilliant arithmetical solution; or to formulate a proposition in logic, are apprehended by the great mass of the people as abstractions, and cannot be assimilated to their intelligence without an effort of reason or an array of argument. On the contrary, Music and Drawing in our schools would be studies whose significance may be attested by the fact that they are matters of easy cognition by every one, and would therefore strengthen the bond of sympathy between the people and our public school system. Massachusetts has a provision making drawing an obligatory branch in the public schools, and requiring all cities and towns having a certain amount of population, to give free instruction in industrial and mechanical drawing to men and women as well as to children, which is a step certainly in the right direction, and the general testimony is that the value of this movement to the industrial interests of Massachusetts is already apparent, while any and every form in which art embodies itself must be ultimately benefited by a release from former dead mechanic aims and methods, and this great State of Illinois, larger in population, and with a wider promise, owes it to itself to make similar provision, not alone as to drawing, but to music; not only because they are of great value as utilitarian pursuits, but because they improve and refine the taste. It is time that this State begin to consider the expediency of making larger provision by statutory enactments, for a more thorough and complete education of the children within its limits. It is not enough that they be furnished the rudiments of knowledge, the three R's, notwithstanding Edward Everett considered that to provide a knowledge of them was to furnish a "good education." They must have access to a wider range of study, and a higher range into the refinements of culture, and we hope Mr. Etter will see his way clear, by virtue of an official influence with legislators, to an enlargement of educational enactments by and for the State. The glory of the State does not so much consist in its material wealth and prosperity,—though it seems to be a law of human progress that this precedes in order,—as in its educational privileges, and the culture and refinement of the people.

It is suggested then, that these two branches more be placed upon the statute book in the conviction that they will not only win popular favor themselves, but will bring an increased public sentiment towards the public schools. They are the studies, which above all others, show for themselves, and the people will examine and appreciate their claims to recognition for the tangible evi-

dence of proficiency that may be attained in them. The mass will not care to investigate the pretensions of some brilliant mathematician to favor or a hearing; they will not be interested in extensive geographical knowledge, or grammatical accuracy, but they will listen with delight, and applaud a fine chorus or superb solo; they will admire and praise a fine etching, or a brilliant design, or a faultless bit of ornamental drawing. Skill in these they comprehend, and their admiration and praise are promptly rendered. Let us then have music and drawing in our public schools determined by enactment, not alone for their value as disciplinary studies, but because they tend to establish a finer vein in society.

EXAMINATIONS—OVERWORK.

AND now the inevitable periodical clamor against prevailing practices, educational and otherwise, thunders against frequent and thorough examinations. Loquacious old ladies at the intellectual tea-party, embryonic newspaper correspondents, who would gladly be known as contributors, garrulous editors, happy to utilize any topic that promises to secure popular attention, and here and there an antiquated and superannuated pedagogue full of the idea that "times are not as they used to be," are united for the purpose of demonstrating that examinations are an abomination, and that in Chicago especially are some people whose hearts are sore because of them.

Time was when all examinations of a scholastic character were unknown. The omnipotent school board was guided in its choice of a teacher by the cut of his clothes, the promise of physical strength that he gave, the orthodoxy of his religious professions, or his degree of consanguinity to the influential members thereof. Pupils exerted a most royal choice in their selection of the topics studied, in fact, made their own course of instruction and decided when this branch was completed and when that one was to be commenced. Peter Jones took good care that when John Smith "got to Interest" he "got to the Rule of Three," and Sally Brown was always able to "get even" with Polly Robinson's boasts of inroads on "jography" by telling the story of her triumphs in the "grammar book." Happy days were those when teachers were not "overworked," but without limitation by a detestable and "slavish" oral course could "talk" by the hour of the shortcomings of that political party which was in a hopeless minority in the neighborhood, or mayhap, convert the school session into an exaggerated burlesque of the special weaknesses of religious itinerants.

The practice of frequent and thorough examination is not a bad practice. Its tendency to raise the standard of scholarship among pupils is just as marked as the fact that the examination of teachers has elevated their standard immeasurably. The maximum work can be done by that class whose members are most nearly equal in intellectual caliber and attainments. Where extra time is occupied by one or more pupils in securing a comprehension of any topic in the course of study, after such comprehension has been attained by the majority of the class, it is evident that waste begins. The remaining pupils not only waste their time, but their enthusiasm is dampened, and their attention is dissipated and frittered away. The work of each of the grades is like so much masonry in a wall over which the

future work is to be superimposed. Any failure to do the work of any grade from any cause whatsoever, entails inevitable disaster to whatever is built above it. It, hence, becomes a matter of supreme importance that the examination for promotion should not be slipshod or otherwise farcical. Make it kind if you will, make it exhaustive if you can, be not economical of the time allowed, but fail not as you prize the rapidity, the ease, and the success of your own and the pupil's, and pupils' future work, to make it *thorough*. Here, if nowhere else, should prevail the doctrine of the "survival of the fittest."

The "overwork" of teachers is alleged as an argument against the present system of examinations, by means of which the sympathy of the public is sought to be enlisted in opposition to it. No one can deny that teachers work hard. No one ever entered the profession pedagogical, expecting his office to be a sinecure. But there is no legal, professional or moral obligation resting on any teacher to commit suicide. The teacher whose work is carefully calculated and adjusted to his physical and mental strength, and brings before his pupils each day his best and freshest energies, will accomplish the best results. There is no obligation on any teacher in Chicago, except possibly a few first grade teachers, to finish the work of any grade at a specified time. Your complaining teacher is troubled more by her own mismanagement than by "overwork."

There is one other remark that remains to be made. It is a pet notion of many silly and too-indulgent parents that the study which thorough examinations involve injures the health of their children. It is barely possible that on rare occasions a case may be found in which a pupil's health is injured by overwork. Who is to blame? In nine out of ten of these rare and exceptional cases the pupil is urged on to his destruction by over-ambitious parents, against the wish and advice of his teachers. But the truth is, that the ordinary work required of pupils in our schools is not injurious. It is a matter of notoriety, that those schools of this city, the so-called home advantages of whose pupils are notoriously inferior, and the labor of whose school work is therefore correspondingly increased, graduate the youngest classes. A boy or girl who labors under the disadvantage of an imperfect knowledge of the English language, and whose study out of school is done in a seven by nine room which serves as kitchen, parlor and dining room, for his parents and numerous brothers and sisters, will complete the district school course and pass all the tremendous examinations before attaining the age of fourteen years. But your young gentleman or young lady who comes from a luxurious and ostensibly intelligent home, who "enjoys" delicate health, who fears honest examinations, and whose sympathizers flood the press, and deafen the public ear with complaints thereof, completes the same work at from sixteen to twenty years of age. An appreciation of these and similar facts will show that the evil complained of should be charged to the folly of fashionable dissipation or the effects of a villainous diet, rather than to overwork and thorough examinations in the public schools.

BASS-WOOD (*Tilia Americana*) is a species of wood which is very soft and soggy when green, but very light and inelastic when dry. It is comparatively valueless for fuel or mechanical purposes. Applied metaphorically, a *bass-*

wood teacher is one whose predominant characteristics are indifference, heedlessness, stupidity, incapacity, and the like. Happily for the rising generation, the number of teachers who unqualifiedly deserve this opprobrious epithet is small, but unhappily for these same "chicks," the number who are here and there *inlaid* with bass-wood is very large. In evidence, note a few *bass-wood chips*, large and small, gathered not far from certain school-room doors, showing the existence of this wood "there or thereabouts."

Excessive use of concert exercises, which afford lazy pupils a splendid opportunity to shirk, and save lazy teachers the labor of asking many questions.

Killing time by giving physical exercises the last two or three minutes before recess—a mere makeshift to give vent to activities which ought to be exerted in useful mental effort, and can be so exerted by taking proper forethought.

Neglecting light and ventilation to the injury of children's eyesight and of general health. We have seen the blinds of west windows kept closed in a cloudy morning, simply because they had been closed the previous afternoon to exclude a glaring sunlight, the pupils, meanwhile, straining their eyes to discern their work in a room almost dungeon-like, for its darkness. Again, we have found rooms which were provided with the most efficient means of heating and ventilation, the latter being dependent on the former, with the heat and ventilating registers and the windows all tightly closed, the thermometer little above fifty, and the air so fetid as to paralyze all mental vigor and invite physical disease. Nothing can excuse the criminality of such neglect.

Perverting the oral instruction which was designed to quicken perception, to cultivate habits of close observation, and to be a sort of mental recreation, into a dull memorizing of facts; facts dictated, perhaps, in language too technical to be understood, or presented in a manner so destitute of association and classification as to be valueless as the accumulated trash in an attic.

Giving useless work simply to keep pupils occupied; for example, covering slates with tables or with long series of numbers. Copying tables does no good only in so far as the slate becomes the text-book from which the several facts are to be memorized; and as the memory can master but a few such facts at a time, the work of copying can properly consume but a few moments. Writing a long series of numbers, as from 1 to 1,000, is for the most part void of profit, because the ability to write it correctly depends upon knowing the numbers from 1 to 10, the succession of 10's to 100, and the succession of hundreds; hence the instruction and tests should be applied in these three essentials, not dissipated in bootless repetitions. The teacher who gives such useless work never intends to inspect it, and the pupil, knowing that fact, performs his *task* so hastily and carelessly that it results in positive harm. There is no excuse for such waste of time and effort, when there is more than enough that is useful to absorb all the energies of the child, if it be judiciously presented. Such teaching is an insult to the intelligence of the child, and a burlesque on the profession. A *chip* of somewhat similar character is the re-writing of misspelled words when it assumes the complexion of an exasperating penalty which spoils both the temper and the penmanship, without improving the orthography.

Bidding pupils study lessons a specified number of times. Experience and investigation have done little for the teacher who has not discovered that repetition without thought is like dipping water with a sieve. Not how often but how thoughtfully, is the vital question.

Waking up from a Rip van Winkle sleep to discover that somebody that wears that somebody's clothes is using a text book discarded years ago by the powers that be, or some method of instruction as obsolete in pedagogics as the flail in threshing.

Calling a roll of sixty names to identify one or two absentees whose vacant seats speak for themselves.

Complaining to the principal or to others, with lugubrious whine, about the short-comings of pupils who are within hearing—a most certain means of aggravating the source of difficulty.

A few other *chips* might be labeled as follows:—want of definite plan of work, ill-arranged programme, repeating answers just given, diffuse talking, jingling of signal-bells, gadding during school hours, gossiping in corridors instead of standing at post of duty, having pupils grade the work of other pupils, fault-finding, incorrect language, thinking too much of self, or too little of the vital interests of pupils.

The superior quality of hickory, oak, maple and some other woods is commended to the notice of those from about whose doors the above *chips* have been gathered.

No person visiting Chicago should fail to call at Nos. 117 and 119 State street, and see what is conceded to be the finest Book Store in America, the largest in the West, and probably the best arranged of any on the continent. Its proprietors, Messrs. Jansen, McClurg & Co., are practical business men, and we doubt very much if there is a person engaged in any branch of business who more thoroughly understands the art of a successful business, and gives it closer attention than does E. L. Jansen, of this firm. His personal time and attention is devoted to the general superintendency of their immense business, and nothing escapes his watchful eye. About forty clerks are employed in their store, each one of whom has a particular branch in charge, and their work is well and faithfully attended to. Symmetry and order prevail throughout the entire establishment, and everything moves with precision and care. The store is large and spacious, with every available shelf, corner and table filled with books, arranged in an artistic and tasteful manner.

Upon these shelves we find, in addition to the standard literature of ancient times, in various editions and bindings, all of the great works which mark the progress of events, the histories of nations and civilization, of war and peace—the growth of the religious sentiment, and the creation, rise and fall of a million theological theories. Here is almost everything valuable in universal history, from Genesis to Froude and Rawlinson, in every variety of type and binding, the ranks being constantly re-inforced with the freshest issues from the press of the world. Every book of general value published in the English tongue, and not a few in the German and French, find their way to this house as fast as steam can bring them to Chicago. But the proprietors are not satisfied with a single edition of a standard work. Of the eminently popular favorites like Dickens and Scott, they have some

twenty-five editions of each, and of other popular authors in proportion; and these not the cheapest alone, but the finest issues of the most noted publishers.

This house also deals very largely in school books, principally those published by the Harpers and Appletons, though those of sterling worth by other publishers are upon their shelves. For a few weeks before the commencement of the fall terms of our schools, their packing room is one hive of industry, and the packages arriving and departing would produce confusion in a less perfectly regulated establishment. Our readers who visit the city will always be pleasantly received and profitably entertained at Nos. 117 and 119 State Street, Bookseller's Row.

In view of the impossibility of teaching elementary studies in consequence of the addition to the district school course of so many higher branches, it is now proposed that school boards should have the children born able to read, write and cipher to the rule of three. In this way sufficient time might possibly be gained to instruct in Botany, Geometry, Natural Philosophy, Astronomy, German, Geology, Physiology, Zoology, Domestic Economy, Social Science, Meteorology, Mineralogy, Agriculture, Manufactures, Mining, Commercial customs, History, Political Economy, Religion, Music, Drawing, Philology, the Fine Arts, Belles Lettres, and the other studies deemed absolutely necessary to fit a boy to be a shoemaker, and a girl to be a milliner. At least, there would be an opportunity for the education of all but the few wretches whose necessities compel them to leave school before attaining their majority; a number so small (see Reports of School Boards) that their welfare need not enter into the calculation.

If this plan should be found undesirable, or, on account of the growing hostility of parents to school boards, impracticable, it is suggested that reading, writing and spelling be postponed to the last year of the high school course, and that the child, upon entering tenth grade, be at once instructed in Astronomy, Zoology, and Social Sciences, taking Belles Lettres, German (if of American parentage) and Botany in the ninth grade, etc. An argument in favor of this plan is the alleged fact that pupils now graduate from High schools unable to read, write and spell.

THE ART OF BRAIN-BUILDING.

The curious and interesting address of Dr. E. H. Clarke, of Boston, which was delivered before the National Teachers' Association, at the Detroit meeting, last August, and which was entitled "The Building of a Brain," merits the too brief synopsis which we make room for.

America has not yet had a permanent race. While the descendants of the Ptolemys still linger about the bases of the pyramids, and the race that peopled northern Europe when Greece and Rome were young, still makes itself felt throughout the world, vestiges in Florida and the Mounds of the West tell us of the absolute disappearance of more than one American race. The Indians are rapidly hastening in the same direction, and it remains to be seen whether the Anglo-Saxon race now in possession will succeed in retaining a more permanent grasp of the continent. But a race is not and should not be satisfied

with a mere existence, as the sponge is or the oyster. It should ascend in the scale of being as well as exist. Hence two problems are imposed upon our civilization, and especially upon our educators: to develop the individual to the highest degree; and, to obtain this development without interfering with the perpetuation of the best.

The popular supposition that the highest cerebral development sterilizes individuals whose brains attain magnificent proportion and quality, is so far true as to indicate the necessity for harmonious development of all man's powers. Every physiologist knows that one-sided development is possible. The athlete, the glutton and the sensualist may develop corresponding powers at the expense of the brain, while the brain may as truly be unduly developed at the expense of the muscle, stomach, and reproductive force. The error of exclusively developing one part of the organization at the expense of the rest,—an error which has exercised a pernicious influence over some of our schools,—can only result in the production of monstrosities, which, by a beneficent law of nature, are unable to perpetuate themselves.

As brains rule the world, the great problem which educators are to solve, is, how to build the best brains out of the materials given to work with. The best possible brain is as much a necessity for one sex as for the other. In fact, it is impossible, from the nature of things, to produce the best possible brain for one sex, unless you produce the best possible brain for the other also. There is an inter-dependence of the sexes by which the advance of one is contingent upon the advance of the other. Unless men and women both have brains the nation will go down. As much brain is needed to govern a household or guide a family aright, as to command a ship or to direct Congress. The brain is the great conservator of strength and prolonger of life in both sexes. In addition to being the organ of intellection, volition and spiritual power, a force is evolved from it, which, more than the force evolved from any other organ, enables men and women to bear the burdens and perform the duties of life.

Poor brains will grow like weeds, without cultivation, on any soil. The best brains, the only sort the world needs, are built by education in accordance with working plans that nature furnishes. This is to-day's social problem, with the solution of which teachers are largely charged. As Michael Angelo made every stone beneath contribute not only to the use and beauty of the part he put it in, but also to the support and power of St. Peter's wondrous dome, so the brain must be built in connection with the building of the rest of the body, remembering constantly that the imperfections of the latter reflect themselves upon the former.

Since the organs whose normal growth and evolution lead up to the brain are not the same in men and women, their brains, though alike in microscopic structure, have infused into them different, though equally excellent, qualities. Otherwise sex would be a myth, men and women would be identical, and it would be folly to discuss the relation of sex to education. While the process of brain-building is alike in both sexes, in that the appropriate brain exercise, including cerebration, which evolves the best possible brain, is alike in both, it is different in so far as there are any organs or sets of organs in the

structure of one sex that are not in the structure of the other. If the organization of both sexes is normal, and all their functions normally performed, the same sort of work will develop the brain of each. But if the methods of education render abnormal any part of the body, or interfere with any function, there will be not only damage to the part disturbed and friction in its functions, but the brain will suffer just in proportion to the importance of the organs disturbed and the amount of the disturbance.

In this discussion brain is used as the correlative of mind, not from a materialistic point of view, as if mind, including volition, were identical with brain, but because we know and only can know the mind through the brain. The quantity and quality of the latter determine for us the quantity and quality of the former. Build the brain aright, and the Divine Spirit will inhabit and use it. Build it wrongly and the devil will employ it.

A wise and appropriate system of education, in its effort to build a brain, either for the male or female organization, will endeavor to aid and imitate the same process by which nature performs the same task. Physiology can here render infinite service to education. The great merchant who has so grown up with it and is so conversant with all the details of his business and all its departments, that he can transact, upon occasion, with absolute precision, the duties of any of his subordinates, can make money when others engaged in the same business are losing it. His degree of success will be in proportion to the knowledge that he possesses of details. His knowledge will depend upon the character of his previous experience. If some or all of the details had been different, his method of growth would have been different, though it might have resulted in giving him equal power. This illustration presents some notion of nature's method of brain-building. The brain is the central organ of the body, which, by internuncial fibres, is connected with innumerable ganglia, responsible to, and in constant communication with it. Just as the merchant grew out of his business, by becoming acquainted with and supervising every detail of it, so the brain grows by taking part in and supervising the growth and function of every organ. If a single organ is wanting or a single function not performed, just so much less brain development results. The brain, which has a practical acquaintance with the working of every ganglion and function, gets a better total result out of the body than other brains do, and is itself a better brain. There are thus two matters to be noted: the development of the brain by reason of its special connection with all the organs and functions of the body, and the brain thus developed. As the merchant, after he is made one by his business training, can direct his energies in any channel, so the brain, after it is developed, can have its force turned in whatever direction volition may elect. A further appropriate physiological illustration of the reciprocal action of the brain and its organs, in the development of each, is in the phenomena of right-handedness, left-handedness and ambidexterity. There the left brain, which controls the right side of the body, is found to be generally larger than the right one, and there is found to be such a corresponding difference of size between the different sides of the brain accompanying the above cases, as shows that the use or exercise of an organ develops the brain as well as the organ itself. This, nature's process,

shows that in the building of a perfect brain all the organs of the body should have their harmonious development and appropriate exercises.

One step further. The most important factor in brain-building is cerebation. Cerebation is brain activity, brain exercise, brain labor, and may be held to include, provisionally, intellection, emotion and volition. The technical work of the school is cerebation, but not the whole of cerebation. The normal performance of a function strengthens and develops the organ that performs it. Brain exercise therefore strengthens and develops the brain. If quality, as well as quantity, is included in the development, no limit can yet be set to the manifestations of intellectual and spiritual power that may pour through the brain. Nor can it be urged that the unconscious exercise of the brain in supervising the organization, should be left out of a system of education because it can be entrusted to instinct. Instinct never rises to a plane of reason. It knows no progress. It cares nothing for the fittest and the best. With terrible, savage and irresistible earnestness and will, regardless of whatever nobility or beauty may be killed by it, instinct goes straight to its object—the conservation of the race. Reason alone is capable of solving the two problems—of securing the highest development of the individual and the perpetuation of the fittest. Reason therefore must be the architect of the brain.

These physiological considerations show that nature's method of constructing the brain is the same for both sexes. In both, the brain is evolved from the organization. In both, all the organs of the body are connected with the brain by internuncial fibres, by means of which it supervises the separate and united functions. In both, the normal development of an organ aids the normal growth of the brain, and the abnormal growth of an organ reflects its error back upon the brain. In both, brain exercise or cerebation develops the brain and throws down upon all the inferior organs a healthy and conservative influence. But this identity of method in cerebral architecture, which requires that every organ and function in both sexes should have appropriate development and exercise, necessitates a difference in education between the sexes, just so far as there is a difference in organization between them, and no farther. Identical education of the sexes is equivalent to an unjust discrimination between them. The application of the physiological principle of the appropriate development of the whole organization, so as to evolve the best brain to home, social and school life, demands diversity of management. The only difference between sexes is sex. The difference is radical and fundamental, and expresses itself in radical and fundamental differences of organization, that extend from the highest to the lowest forms of life. It is physiologically possible to diminish the difference of sex by an education arranged for that end, and the identical methods of educating the sexes that prevail in many of our schools tend that way. One of the results of such a school system is to make a very poor sort of men out of women, and a very poor kind of women out of men. Unfortunately for the republic there are illustrations of this within its borders. The best quality, noblest power and supreme beauty of the two sexes grow out of their dissimilarity, not out of their identity. The perfection of one sex is unattainable by the other. Each reverences in the other what it

cannot attain itself, and despises any imitation. Let education respect and cultivate nature's selected difference.

In the application of these principles we must heed the voice that fell on Peter's ear, and echoes still in ours, bidding us call nothing common or unclean that bears a divine stamp. Sex and its functions must be recognized as factors in education—as aids in brain building. Recent discussions in this country and Europe upon the periodicity of the female constitution have done much in this direction, and have wrenched from American civilization and education the secrecy and mystery that have rested upon it like an incubus or an evil spell. It remains to acquire a complete notion of the value of periodicity as an element of female education. This will be done by ascertaining the evils that follow a disregard of it, and the good that follows its normal action. Then its proper position among the other factors, nutrition, cerebation and the like, that belong to education and contribute to the building of a brain, can be easily assigned.

The factor of periodicity must be studied with regard to woman alone, because there is nothing like it in the male constitution. The successful accomplishment of this investigation requires that the community be provided with a class of intelligent and well educated female physicians. The evils that man incurs from a disregard of his peculiar organization are not the same as those that beset the path of woman; but they are not less terrible. When we consider the diseases breeding rottenness in the flesh and bones, degeneration of the brain, imbecility, impotence and premature death, with which nature punishes his errors of passion and sensuality, we cannot justly say, that even so far as sex is concerned, woman is unfairly weighted for the race of life in comparison with him. An appropriate education (of boys and girls) will recognize the special differences, guard against the special dangers, and obtain the special benefits that spring from sex.

CONTRIBUTIONS.

BUSY.

If there is a golden rule for a pupil in school, it is this: *Mind your own business.* Let the teacher keep it before himself, too, and while observing it as his own rule, keep the pupils to it.

My text presents several points.

1. It means *business*. Remember the old saying,

"Satan finds some mischief still
For idle hands to do."

An unemployed pupil is one who is ready for temptation, for mischief. Keep them all busy. Is it a recitation that you are conducting, and you find Peter and Julia and Herbert are no longer busy in watching Tilly Slowboy while she is prosily stumbling over an example or a sentence? Pounce upon Peter suddenly with the question what Tilly was trying to say or should have said; bring Julia into line and attention with a question about some point in the last preceding lesson which she did not give well; make Herbert feel that to be off duty is to expose himself to a surprise. Or, if you are giving an explanation, and the little folks seem dull, behold yourself mirrored in their listless faces; rouse yourself to a new

illustration, a livelier statement; ask Jeffrey what you were just saying; tell an apt anecdote; somehow control their attention once more before you go on. Remember, however, that it is impossible to any young mind to be always on the strain; and take care that relaxation and rest be sometimes the *business* for awhile.

We do not use our blackboards and slates enough. They afford to an ingenious teacher the means of employing pupils in a variety of ways. Study to invent varieties, novelties that shall make attention and *busy-ness* easier. It is better to tire yourself at that than in enforcing a tyrannous order and quiet.

2. The business must be *one's own*. Alfred has enough to do; but he much wants to see whether George is doing his work right; Florence looks after Gertrude; George and Gertrude return the compliment; disorder is the result. Curiosity is a natural feeling; it is only the desire to learn, coming up in a form that is offensive; but it is better than mopish dullness. It is a feeling to be guided and used rather than repressed. It is to be met by showing that it is mean and hurtful to steal another's solutions or work; and that it is foolish to be busy about the affairs and lessons of others when one's own are neglected and unknown.

3. My third point is "*Mind!*" Imperative mode, present tense. Pupils often suppose they are engaged on their lessons or business, when really they are not giving their minds to them, but listlessly dreaming over them, seeking to get into memory what they should try and labor to understand first, and thus remember. Their way of going about and about and around and around a lesson, all the while keeping a respectful distance from it, is most discouraging. They are like the people of Israel at Jericho, going around a thing for a week with a perpetual blast of rams' horns, but with no chance of a miraculous capture of the city at the end of the circumferential march. If you can get them to *mind* their business, to have a mind in it, to make up a mind (that is, a will) to learn and to think, happy are you, and happy are they, too. Here is really our great work; it is to make these little ones approach the tasks of life by beginning to use their wills in directing their thoughts; the things taught are of less importance than the trained power. A trained horse is worth more than an unbroken one, however strong the latter may be; so a trained mind can work and win results with moderate power which the most forceful genius shall miss because it cannot use its might. "*Learn to mind!*" is the word for the pupil; "*Train him to mind!*" is the word for the teacher; but don't suppose that *mind* means merely *obey*; let it mean "to use the thinking power wisely and well."

Finally:—Those to be excepted from this rule are of two classes: First, those who have no mind. Second, those who have no business. The first class have no place in school; the second must have business provided for them.

—Dr. Willard.

IMPRESSIONS OF EASTERN SCHOOLS.

WHEN I promised "THE TEACHER" my impressions of schools visited at the East, the difficulty of recording such impressions had not been experienced, and the task was not fitly understood. A few days have elapsed and the difficulty rather increases than lessens.

To understand well the workings of any system, one must needs comprehend the spirit of those who administer the system, as well as the prevailing idea of those who established it.

During my stay in New York, Brooklyn, Boston and Worcester, circumstances favored an every day view of their schools. Avoiding as far as possible any recognition, it was my privilege to see things as they appear to home visitors. In only one or two instances was any deviation made from the regular order of exercises for my benefit. Frequent conversations with teachers at recesses, at noon and in the evening, gave me a fair insight into the perplexities of their work. In the main, these were not at all new to me, so that I learned that the peculiarities of school children east of the Hudson are shared by those on the Lake Shore.

In this article it is my purpose to confine myself to the relations of the teacher to *employers*, to *parents*, to *pupils* and to *surroundings*.

Each school in Boston has its special committee, upon whom devolves the work of examination and appointment of teachers. The examinations are infrequent and irregular. The committee meets at the school building whenever called together, and the master of the school may or may not meet with the committee. The Superintendent knows nothing of the qualifications of teachers except as he observes them in his visits to the schools.

Each district committee has exclusive control of the management of the school, examining pupils and awarding certificates at the close of the Grammar school course, which entitle the holders to admission to the High school. These examinations are as various as the varying tastes and intelligence of the several committees. Annual elections and appointments are the custom, and a majority vote of "the school committee" (consisting of one hundred and twenty members) is necessary to the election of a Master.

In New York, teachers are examined by the Superintendent and two of his assistants at regular times in the presence of at least two "Inspectors." Armed with a certificate, good for six months only, the candidate presents herself to the "Ward Trustees," who appoint the teachers and control the affairs of the schools of their ward. The action of these trustees is subject to revision by the "Board of Education." At the end of the six months' probation the teacher's certificate may be exchanged for a permanent certificate, or it may be extended for another six months, or it may be revoked, as the superintendent and at least two "Inspectors" (not members of the Board of Education) may determine. The teacher holding a permanent certificate is in office during good behavior and is not subject to annual re-election. For principals, a special examination is necessary.

In all the cities visited, excepting possibly Worcester, local committees or trustees have the general control of the appointment of assistant teachers. The favor of such local officers is a thing to be desired, and the desire may be cherished wisely or unwisely in proportion as the teacher relies upon *merit* or upon *friends*. This relation of the teacher to the employer gives good opportunity for marked differences in different schools, which differences are plainly observable by one slightly familiar with school work.

In the relation of the teacher to the parent, there seemed

to be nothing to which our teachers are not accustomed. Good social position and ordinarily fair co-operation are observable.

In the relation of the teacher to the pupil, Worcester seemed most homelike and most like home. The schools of Boston seem to me to retain somewhat of the spirit which led to the selection of the term "Master," as appropriate to the head of the school. I may have fallen upon unfortunate examples, but I certainly heard more threatening commands issued within the few days spent there than have fallen upon my ears in Chicago for a year past, and, as a most likely concomitant, the school room tones were not always as natural as would suit my taste. To this criticism there are, in my memory, many honorable exceptions.

During four days' stay in the New York schools where the most rigid discipline seems to prevail and the strictest attention is given to every movement of the teacher, I do not recall hearing a single reproof or threatening command. Unnatural tones of voice were very rarely heard.

This side remark may be omitted, but I cannot refrain from saying that corporal punishment is practiced in Boston and not in New York.

The surroundings of the teacher are sketched as *super-vision, regulations, facilities, accommodations*.

In supervision, New York is at one extreme and Boston at another. In the former city the teachers of primary grades have the immediate supervision of a principal; the teachers of the grammar grades, in the girls' department, of another principal, and the boys in the grammar grades are furnished with another principal—three principals in each building where all the grades are assembled. Each principal has also a vice-principal if the pupils in the department exceed three hundred and fifty in number for primary departments of schools, and two hundred and fifty for grammar departments. The assistant superintendents, of whom there are three for each department, make an annual examination of all classes. The general superintendent visits the schools as often as his duties will permit. Trustees visit and supervise; inspectors are supposed to do the same, and members of the Board of Education may do the same. With principals, vice-principals, superintendent and assistant, trustees and inspectors, members of the Board of Education, there would seem to be no lack of supervision. In Boston, the master of each school and his local committee, are the immediate supervisors; and the superintendent exercises a general supervision, which, in so large a system, cannot be minute.

Brooklyn is between New York and Boston in extent of supervision, having a superintendent and an assistant, together with the principal of each school, and local committees of the Board of Education.

Worcester has a superintendent who is aided by the master of each school for a small part of his time.

With the multiform supervision of New York, there comes almost necessarily a great deal of special legislation, and the *regulations* are quite minute and specific in character. Other cities do not vary much from our own in this regard, but I thought I could detect a little disposition in Boston to independence of regulations in some quarters.

As to *facilities* for instruction, the number of pupils assigned to each teacher is an important fact. Forty-nine

pupils in Boston is the maximum per teacher. In New York each grammar teacher is expected to care for thirty-five pupils and each primary teacher for fifty pupils. Demand for accommodations in excess of supply here, varied the average a little in New York. The practice in Brooklyn does not vary much from Chicago. Worcester is much like Boston.

The *facilities* in matter of helps to the teacher are abundant in Boston and New York, the latter city supplying pupils with all books and stationery, the former furnishing all stationery, extra slates, and in case of indigent pupils, all books required, in some schools amounting to nearly a full supply. *Maps, charts, reference books, mathematical forms* are at hand for every teacher's use. In New York each Principal may select the books he wishes to use from any which have been adopted by the Board of Education. The list embraces many books upon the same topics. This gives opportunity for change especially desirable in reading books, but it also gives opportunity for occasional (?) visits from representatives of rival publishing houses. Printed prohibitions of such visits I found posted in the hall way of the Brooklyn schools. (A straw, etc.)

As to any light, capacious school rooms, I found nothing equal to the *accommodations* of Chicago. We lack, it is true, the large seldom-used hall of Boston, the large room in New York for the gathering of pupils a few minutes of each morning, and partially used when the school is crowded—and the convertible glass-partitioned rooms of Brooklyn; but we build for the comfort and health of pupils. In Boston single desks are furnished to pupils, and generally capacious school rooms, but in New York the class rooms are very small with little light from ventilation, and quite generally without desks. My visit to Brooklyn and New York gave me ample understanding of the severe criticisms passed upon school houses by the association organized with reference to public health in session recently in Brooklyn. Some rooms are furnished with double desks, but I found many pupils, thirteen to fifteen years of age sitting upon benches without desks. The rule is the long bench with as many pupils as can be seated upon it; the exception is the double desk and chairs. The school building of New York and Brooklyn covers the whole lot except small areas poorly lighted. A school room with but one window and that shaded by a high wall upon an adjacent lot, is not at all uncommon. In dark days gas must be lighted, and the consumption of pure air is much more rapid than any possible supply. My recollections of the atmosphere of some such rooms are not at all pleasant. The facts stated above are sufficient ground for the pale faces which both teachers and pupils wore so much in contrast with the ruddy faces of Chicago pupils.

Upon methods of instruction I may be able to say something in the future.

—J. L. Pickard.

MESSRS. JANSEN, MCCLURG & Co., Chicago, will issue, on or about the 5th of December, "Memories: a Story of German Love," translated from the Geaman, by George P. Upton. It is a charming story of ideal love, full of beauty, tenderness, and pathos, with just enough of plot to serve as a thread upon which to hang brief but very interesting essays on theology, art, literature, and social habits. It will be issued in very beautiful holiday form, and will be one of the choicest moderate-priced gift books of the season.

DRAWING IN THE PUBLIC SCHOOLS—ITS
RELATION TO INDUSTRY.

A

SECOND PAPER.

The educational value of Drawing, when taught as it should be in the common schools, was briefly described in a previous paper. The industrial bearings of the same study will now be touched upon, and nothing more; for a complete account would fill a volume.

Drawing, properly studied, refines the taste, enabling one to distinguish between that which is beautiful and pleasing, and that which is ugly and displeasing. This it does: 1. dogmatically, by means of beautiful prints and objects placed before the eyes to be looked at intently and drawn; 2. rationally, by an explanation of the principles of beauty and design, with historic and other illustrations to exemplify style.

How does this refinement of the taste influence the consumer, and through the consumer, different branches of industry?

It causes the consumer to esteem an object not alone for the material of which it is made, or the use to which it can be put, but also for the art which it displays. Given an unrefined, barbaric taste, it will take delight in an object only when it is made of costly material, as silver, gold, precious stones, or is "stunning" in color; given a refined, artistic taste, it will be delighted with a similar object, though made of the cheapest material, as clay, provided the object is beautiful.

Since all persons are consumers, and since no one lives wholly on "victuals and drink," that universal refinement of the taste, which can be secured by popular instruction in drawing, may be justly regarded as a universal blessing; for the taste, when educated and refined, enables the poorest to obtain healthy æsthetic pleasure from the simplest and cheapest objects they may have occasion to purchase, as a pewter spoon, a tin dipper, a chair, a handkerchief, a cotton print, a pipe, a jack-knife, provided they are beautiful; and it does not necessarily cost more to make such objects beautiful rather than homely. The happiness springing from such a source, from the beauty of the commonest objects, is, like the happiness springing from good digestion, not the less real because it is quiet and unobtrusive, or because one says nothing about it.

Though art, even decorative art, can give to clay a market value greater than that of gold, yet in those products for universal and every-day use, the art which makes them beautiful and a source of refined pleasure, is much cheaper than costly material with which alone an uneducated taste would be pleased. Further than this, the taste which can enjoy the beautiful for itself is much more to be commended than the taste which can enjoy only what is costly or "loud" in color.

With much propriety a refined taste may be called the poor man's luxury; for it enables him to select wisely whatever he purchases, and thus to derive æsthetic pleasure from the cheapest object he calls his own. It also enables him to appreciate and enjoy the beauty of costly objects, statuary, edifices, belonging to the public, or it may be to his wealthy neighbor; for oftentimes the best things in art, as in nature, cannot be put under lock and key, and hidden from the common gaze.

There is no work of the hand, from a pin to a steamship,

from a mouse-trap to a cathedral, art cannot touch and adorn, thus commending it to that love of the beautiful which, in a greater or less degree, is a universal possession, and which it is one of the objects of Drawing to educate and develop. As there is no antagonism between the useful and the beautiful, the consumer has, therefore, a natural right to require a show of taste in whatever object he purchases. Even in our roughly utilitarian land we see that this right is more and more insisted upon each year.

As good taste is better for the consumer than bad taste, so is it better for those who supply his wants. Next to the consumer usually stands the merchant, little or large. Given two merchants, the one possessing good taste, the other not; what will be the result? The former will always select goods that will please his customers and sell quickly; the latter will make suitable selections only by chance, and as a consequence, his sales will be slow, with the balance at the end of the year oftentimes on the wrong side of the ledger. Good taste has made the fortune of many a merchant, and many a one has been ruined by the lack of it. Even the green-grocer is profited by good taste, since a manifestation of it in his shop and general manner of doing business inevitably draws trade.

Next to the merchant, stands the workman, he who converts the raw material into forms, prescribed by the professional designer or of his own devising. For a workman without good taste to make a beautiful object is simply impossible; it would be blindness, seeing. But suppose he has a beautiful design to guide him; is not that enough? No, indeed. Then suppose he is simply required to tend a machine, so arranged as to produce the object of proper size and shape; where is the need for good taste? The truth is that objects having an element of beauty are seldom produced wholly in this way. There is usually more or less to be done that requires good taste on the part of the workman; and the more beautiful the object, the more there is of this work requiring taste. Again, novelty, as well as beauty, must be consulted. To attempt to secure the novelty public taste requires, by the aid of machinery alone would result in no end of cost. Machinery which needs simply to be *tended* and not *directed*, can be successfully employed only in the production of those objects or parts of objects which are to be multiplied thousands of times. Hence, there is almost everywhere a greater or less demand for good taste on the part of the workman; and hence, of two workmen, the one having good taste, the other not, all else being equal, the former is always certain to command the best wages and the steadiest employment. Indeed, the more of an artist the better the artisan, may be regarded as a truism.

Nothing commands so high a price in the market as beauty. It is the one thing whose consumption is limited only by the will or the means of the purchaser, and not by his ability to consume. Hence, the wages of an art-workman are limited only by his taste and skill. He can make nothing too beautiful for the market.

As almost everything that is well made is now made from a drawing, so next to the workman stands the designer. The first requisite of a good designer is taste; taste in its relation both to form and color. In nearly every industry, form—the inherent form of the object, and then of the applied ornament, if there is any, takes precedence

of color; hence the special emphasis which must be laid upon drawing in the education of the designer. The industrial designer must consider five things: (1) the use to which the object is to be put; (2) the material of which it is to be made; (3) the means by which it is to be made; (4) the form best adapted to the intended use; (5) the applied decoration, if any. The beauty conferred by art must come from the inherent form of the object, and from the applied decoration. Now, drawing, properly taught in the public schools, will give every one, and every one needs it, the greater part of this knowledge.

But it is not enough for the designer to be a person of taste, a thorough master of the principles of design; he must be ever on the alert, he must watch the market to see what it requires in the way of novelty. The fashions are really made by the consumers and not by the designers. For example, a large shoe manufacturer will often send out a hundred different styles of shoes to try the market before he determines the single kind, or two or three kinds, to whose production he will devote himself for the season. A shoe of good style and second-rate stock will sell better than a shoe of first-rate stock, but poor style. And so with nearly everything else.

The number of professional designers in this country is already large, and the number is rapidly increasing, since so many manufacturers find it impossible to sell their products unless they are agreeable in design. These designers receive the highest prices for their work, and they are nearly all foreigners.

The good results for consumer, merchant, workman and designer, which have been enumerated, can be largely secured from flat outline drawing and designing. The taste is further developed by drawing from suitable models, casts, and ornaments in relief.

The general influence of drawing upon industry through development of taste has now been considered; it remains to say a few words of the services it can render in building-construction, to the carpenter, mason, machinist, ship-wright, etc. It is safe to say that such a knowledge of drawing as Prof. Walter Smith's system for public schools proposes to give, would add a third to the daily wages of nearly every mechanic in the land, as it would add more than that to his efficiency. Further than this, the promotion of the industrious mechanic, as well as increase of wages as a mere workman, is largely dependent on a knowledge of drawing.

Freehand drawing from the solid gives the power to "see in space," as it is technically termed. This power enables one to make a clear mental picture of any required object. The artisan is constantly called upon to make such pictures; 1, from verbal descriptions given by another; 2, from working drawings which are not pictorial representations; 3, from a desire to make palpable a form originating with himself. Not only is it essential for him to realize in his own mind the exact form of the required object, but it is frequently essential that he should make, at a moment's notice, a rude drawing to show that he comprehends his instructions. The workman who can do all this has a most decided advantage over him who cannot. The laughable and oftentimes costly blunders which have resulted from ignorance of the elementary principles of Drawing on the part of workmen are simply innumerable.

To make drawing of very great value to all artisans engaged in the different kinds of building-construction, it is not at all essential to carry the study far enough to produce draughtsmen, but only far enough to enable the artisan to see in space, to make rude and rapid, but intelligent sketches of solid forms, and to read the working-drawings which are placed in his hands. It is probably safe to say that, in this country, not one artisan out of twenty can now tell what is required by the drawing given for his guidance; so there must be some one to explain every step. Yet the knowledge which would enable him to get on without this supervision, can be acquired in a short time by a boy fourteen years old, and should be given in the public schools. It rests on plain geometrical drawing with instruments, and the general principles and methods of mechanical projection.

Finally, this elementary knowledge required by the workman, is just the elementary knowledge required by the draughtsman, who must complete his education in a special school. Hence, in teaching the great mass of workmen, the right foundations are laid for architects, machine and ship draughtsmen, etc., etc., without whose aid it is impossible to carry on with success any of the great works in building-construction or civil engineering. Thus it is seen that drawing, properly taught, has a blessing to confer upon every person. To some, of course, it will prove much more serviceable than to others; but in this country it is impossible to discriminate, to tell what this child or that should be specially taught. There is no assurance, for example, that the boy or girl now growing up on a farm, will hereafter live on a farm.

The woman who has a good knowledge of drawing, will not need to look long or far for pleasant and profitable employment as a designer or draughtsman.

—C. B. Steaton.

BOSTON, MASS.

DEPARTMENTAL INSTRUCTION.

Having made trial of the departmental plan of instruction for seven consecutive years in a school, which, although called a high school, gives about one year exclusively to the common English branches, I give my decided judgment in favor of it. In my experience it has worked as well with the lower classes as with the higher. With the number of pupils, classes and teachers which I have had, it has not always been possible to give one teacher entire charge of one department, but each teacher has had some specialty to teach.

The great advantage of the plan lies in the fact that a teacher, under this system, can take a favorite study, and teach that which he loves to teach, and knows best how to teach, therefore can teach it far better than any one can who has to divide study and thought among several branches, some of which are more or less distasteful. This fact has been generally recognized in teaching music, drawing and penmanship; why not admit it in arithmetic, geography and grammar? Few teachers teach equally well everything required in the first and second grades Miss A., who loves to teach arithmetic, loathes the daily grammar lesson, and Miss B., just across the passage way, teaching another section of the same class, loves grammar and hates arithmetic. Both pupils and teachers are benefited by an exchange of work.

The risk of overwork to the pupil is not serious, when the principal or superintendent of the school gives attention to the proper balancing of the work. The teachers are a check upon each other; each looking out for a proper proportion of working time.

It is, generally speaking, an advantage to have the class work done strictly on time. The teacher who knows that precisely at such a minute, the recitation must end, cuts off all needless talk and labors to make the points to be sharp and well-defined.

No serious disorder has ever arisen. As the teachers generally leave the room instead of the classes, the only time in which the pupils are left without immediate control, is that occupied by a teacher in passing from one room to another; perhaps not ten feet away. All teachers have equal authority over the pupils, in whatever room they may be. A department-roll is placed upon the tables in the several rooms, and the marks for disorder are recorded by the teacher having general charge of the room.

While it is true that the personal influence of one teacher is somewhat lessened, there is a compensation in the fact that the influence of several may be, and often is,—better than that of one. In the scarcity of perfect characters, symmetrical, rounded and complete in all, it is well to have our pupils come in contact with several, who are each strong in the single thing by which they are tried and judged. Fewer teachers are weighed and found wanting. A place is found in the schoolroom for those who would otherwise be banished. Probably not one-half of our college professors, men of mark and note, too, could pass the examinations required in some of our graded schools. They would be rejected, and their valuable teaching talent be lost to the schools because of their ignorance of some minutiae, hard to learn and perfectly useless when learned.

It would seem that the large grammar schools of Chicago can very easily try the experiment of permitting their teachers of the same grade to exchange classes whenever one teacher exhibits marked excellence in some respect in which the other is somewhat deficient. A little positive experience is worth whole volumes of theory.

— H. L. Boltwood.

PRINCETON, ILL.

SELECTIONS.

SEVERAL PROBLEMS IN GRADED-SCHOOL MANAGEMENT.

BY E. E. WHITE.

A Paper read before the Elementary Department of the National Association in Detroit, August 4, 1874.

There is a growing conviction among the more intelligent observers of our graded system of schools, that there are serious defects either in the system itself or in its administration. This conviction is the strongest where the schools have reached the highest degree of system and uniformity—where, in other words, the system, as a system, has attained the highest perfection.

That we may better consider these defects, let us glance at the mechanical features of a system of graded schools—not a real system as actually administered anywhere, but a system ideally perfect as a mechanism.

In the first place, it maps out and prescribes a definite and detailed course of study and instruction, the best that is practicable, if not the best theoretically possible. This course is subdivided, and the time for the mastery of each part, as well as the whole, is definitely fixed. The pupils are next divided into grades or classes, corresponding to the subdivisions of the course, and all the pupils of each grade or class are required to pursue the same studies, to the same extent, in the same order, and with the same rate of progress. In other words, the mechanism of the graded system demands *absolute uniformity* in each grade, and the more nearly this essential condition is realized, the more nearly perfect is its mechanical operation.

This view discloses the difficulties which attend the administration of the system. As a mechanism, it demands that pupils of the same grade attend school with regularity, and that they possess equal attainments, equal mental capacity, equal physical vigor, equal home assistance and opportunity, and that they be instructed by teachers possessing equal ability and skill. But this uniformity does not exist. Teachers possess unequal skill and power. Pupils do not enter school at the same age; some attend only a portion of each year; others attend irregularly; and the members of the same class possess unequal ability, and have unequal assistance and opportunity. This want of uniformity in conditions makes the mechanical operation of the system imperfect, and hence its tendency is to force uniformity, thus sacrificing its true function as a means of education to its perfect action as a mechanism. This is the inherent tendency of the system when operated as a machine, and hence the great difficulty in administering it is to control this procrustean tendency, and secure a necessary degree of uniformity without ignoring or forcibly reducing differences in pupils and teachers.

The foregoing remarks prepare the way for an intelligent consideration of several problems in the management of graded schools.

I. *How can pupils be taught in classes in a graded system without sacrificing their individual powers and wants?*

The pupils in graded schools, as we have seen, are divided into classes, and to secure necessary economy these classes are made as large as practicable. The fewer the number of pupils embraced in the system, the fewer must be the number of classes, and, as a consequence, the greater must be the inequality in the attainments and capacity of the members of each class, and hence the greater the difficulty of the problem now under consideration. If the teacher of a class adapt his instruction and requirements to the maximum capacity of his pupils, the great majority are hurried over their studies and receive a superficial and imperfect training. If he adapt his class work to the minimum capacity of the class, the great majority are held back, and, as a consequence, not only sacrifice time and opportunity, but fall into careless and indolent habits of study. The remaining course is for the teacher to adapt his class work to the medium or average capacity of his pupils, with such special attention to the more and the less advanced pupils as may meet, to some extent, their wants. But here comes in the "per cent. system" with its demands. That the class, as a whole, may attain a high average per cent., it is necessary that the lowest members of it reach a good standard, and this results in the holding back of the bright and industrious pupils until by iteration and reiteration the dull and indolent may be brought to the required standard. The amount of time and talent thus wasted in some graded schools, is very great. This is not always evident to the teacher, since the brightest pupils, being chained to the duller, soon learn to keep step, scarcely showing their ability to advance more rapidly. This difficulty is greatly aggravated when classes are promoted *en masse* from grade to grade, the pupils being thus chained to each other year after year, or throughout the course—an efficient process for reducing pupils to the level of mediocrity.

The statement of these difficulties suggests their partial remedy. The brighter and more capable pupils in each class must have the opportunity to work away from the less capable, and to step forward into a higher class when

the difference between them and their lower classmates becomes too great for a profitable union in the same class. To this end there must be a proper interval between the successive classes, and the reclassification of pupils must be made with corresponding frequency.

Experience alone can determine what this interval should be and the frequency with which pupils should be promoted. It is possible that both of these facts may depend somewhat upon the number of pupils included in a graded system, a much more complete classification being possible in large cities than in small towns. While this may be true, it is believed by many experienced superintendents and other intelligent observers that the universal experience of graded schools condemns the prevalent practice of promoting pupils but once a year, with a year's interval between the classes. This wide interval is a serious obstacle in the way of a needed reclassification of pupils. The more capable pupils can not be transferred to a higher class, since this obliges them to go over the ground of two years in one—a task successfully performed by very few pupils—and the less advanced pupils can not be put back into a lower class without serious loss in time and ambition, if they are not withdrawn from school. It may be well for a few pupils in any system of graded schools to spend an entire year in reviewing the previous year's work, but these exceptional cases are usually the result of an unwise attempt to hold pupils too long together. Large classes of young pupils can not be kept together even for one year, without serious loss both to those who are held back and to those who are unduly hurried. What is needed is a system of classification and promotion that shall provide for the breaking of classes at least twice a year, with the transfer of the more advanced pupils and their union with the less advanced pupils of the next higher class, and also with special transfers of bright pupils from class to class as often as may be necessary, and special provision for pupils deficient in some branch of study.

We are aware that the system of annual promotions has special advantages. It reduces the number of classes in the smaller cities and towns, and it saves labor and trouble, especially when classes are promoted in a body on a minimum standard. It is undoubtedly true that a procrustean system which puts pupils in classes, reduces them to the same capacity, and moves them regularly and evenly forward, requires little skill or trouble to run it, but this cannot compensate for the serious losses involved. The highest good of pupils ought never to be sacrificed to secure a self-adjusting mechanism and uniformity of results.

II. Another problem in the management of graded schools, to which attention is called, may be thus stated: *How to subject the results of school instruction to examination tests and not narrow and groove such instruction.*

In a graded system of schools there must necessarily be some uniform basis of classification and promotion, since the object of classifying pupils is to bring those of like attainments into the same classes that they may advance together, and, at the same time, receive the greatest possible benefit from the instruction imparted. The promotion of pupils on the recommendation of teachers, or by classes without reference to relative attainments, is, as all experience shows, subversive of classification and thoroughness of instruction; and especially is this true in a system of schools comprising several departments or classes of the same grade. Teachers differ widely in skill and efficiency, and, as a general rule, the more superficial the teacher, the higher his estimate of the attainments of his pupils. Hence the relative acquirements and standing of pupils must be determined by the application of some uniform test; and the more thorough and comprehensive this test, the more complete, other things being equal, will be the resulting classification. Moreover, teachers as a class need the check of test examinations to prevent a too rapid advancement of their pupils. I have seen graded schools in which all proper classification was destroyed by the strife between teachers to advance their pupils into higher books and studies.

But whatever may be true of the necessity or value of test examinations, they are very generally employed in graded schools, and their character largely determines the character of school instruction. If the examination tests are narrow and technical, the instruction will be narrow and technical; if the tests run to figures, the instruction will run to figures; if the tests demand details, they will "emphasize and make imperative all the lumber of the text-books"; if they cover only a part of the studies, the non-test studies will receive little attention. Indeed, it may be stated, as a general fact, that school instruction is never much wider or better than the tests by which it is measured.

This narrowing and grooving tendency of test examinations is greatly increased when the results are used as a means of *comparing the standing of schools and the success of teachers*. The principal of the first grammar school in one of the largest cities in the East once said to the writer: "My success as a teacher is measured by the per cent. of correct answers my pupils give to the series of questions submitted in the examinations for promotion to the high school. Whatever qualifications these tests call for I must produce or fail. I can not stop to enquire whether my instruction is right or wrong. *I must prepare my wares for the market.*" Few teachers can resist the grooving influence of such a system, and, in spite of it, teach according to their better knowledge and judgment. I have seen blackboards covered with "probable" questions, and classes, meeting before and after school to be crammed with set answers to them, as a preparation for a test examination. I have known classes to memorize the names of all the bones in the human body, hundreds of dates in American history, and scores of the mechanical processes of mensuration, because these things were known hobbies of the question maker. I have known the instruction of an entire corps of intermediate or grammar school teachers to be largely concentrated on three or four test studies to the great neglect of other branches of equal, if not greater, importance. Principals have neglected the lower classes in their schools, and given their time and energies for weeks to the special drilling of their first class—the one to be subjected to the comparative test—and pupils have thus been fearfully overtasked.

The difficulties and errors thus pointed out suggest their remedies. We have only time for three or four specifications. The examination tests should be as wide as the approved course of instruction, covering every study and every important exercise. Since this cannot be done when the examinations are conducted exclusively in writing, the written tests should be supplemented by oral ones, relating not only to the branches of study, but also to the discipline of the schools, their moral influence and life, the manners inculcated and the general culture imparted. It is true that this will require time, but are not these things as important as the narrow and technical knowledge usually covered by the written tests?

Again, the questions should be so framed as to test the pupil's knowledge of the *subjects taught*—his comprehension of the leading facts and principles, rather than his familiarity with the details and verbiage of the text-book. They should place training before cramming, and culture before technics. It is true that classes thus examined will not reach as high a per cent. as they would were the tests confined strictly to the text-books—were every question to fall within the prescribed course of instruction. But the object of a test examination is not to assist pupils in reaching a high per cent., but to determine what they actually know and to indicate *what they ought to know*. When classes reach an average of ninety to one hundred per cent. in a test examination, the fact is of itself evidence that the tests were either grooved to a narrow course of instruction, or that the special drilling of the more backward pupils was attended with a great sacrifice of time and opportunity on the part of the other pupils.

Another remedy suggested is, that the results of test examinations should not be used to *compare schools and teachers*. A careful observation of this practice for years has convinced me that such comparisons are generally

unjust and mischievous. There is often a marked difference in the intelligence of the different districts in a city, in the number of pupils under instruction, and in other conditions for which the board of education and the public make no allowance. Moreover, these published tables of examination per cents often put a premium on special cramming and false teaching, and sometimes on downright dishonesty. The teacher who ignores higher motives and bends all his energies to secure a high per cent., is rewarded, while the teacher who scorns to degrade his high calling to the preparation of "wares for the market," is condemned. When the schools brought into comparison with each other are in the same building and under the same principal, these evils are more readily avoided.

A final suggestion is, that the pupil's standing should be the result not of one but of several examinations. The holding of monthly examinations, a practice now quite common in Ohio, and the West generally, I believe, is much better than the former practices of annual and term examinations. The reasons are too obvious to require their statement. I will only add that these monthly examinations are often a severe tax on both teachers and pupils. It is simply an outrage to require children to write from four to six hours a day under the severe strain of a test examination. The Society for the Prevention of Cruelty to Animals should so extend the sphere of its humane efforts as to include some of our public schools on examination days.

NOTES.

CHICAGO PRINCIPALS' ASSOCIATION.

[For this report of the proceedings of the Principals' Association we are indebted to the courtesy of James Hannan, Esq., Secretary of the Association.—Ed.]

The November meeting was held at Normal Hall, Saturday morning, Nov. 6th, 1874. In the absence of the president the meeting was called to order by E. C. Delano, the vice-president.

By request of the superintendent, Mr. Hanford announced that at the Christmas examination for admission to the High School, such successful candidates as were found to have accomplished the previous high school work of the year would be permitted to enter at once; the others not until the beginning of the next school year. The assistant superintendent announced as the result of his own observation that improper work in the lower grades was doing in numbers, chiefly in the use of the primary text-book which had been discarded. Favorable mention was made of the specimens of penmanship collected last year and recently bound. It was suggested that in some of the schools the slates were not ruled for writing in the lower grades in the best possible manner. Principals desiring their copies of "Proceedings of the Board of Education" bound, were requested to send them to the clerk of that board for that purpose. The arrival of the outline maps intended for use in connection with the new syllabus on geography was announced.

The consideration of the Report of the Committee on Language left over from the September meeting was further postponed.

Mr. Pierce occupied some time in speaking of the work in drawing. He suggested that the earlier examinations be not very strict and be conducted by the special teachers in that branch—that in the upper grades the drawing of difficult copies be preceded and supplemented by special analysis of the same—that dictation and memory drawing on blank pages of text-book should precede rather than follow the work of copying—that the position of books and slates in the drawing exercise should ordinarily be parallel with the like dimensions of the desk—that the pencil in drawing should be held very much as the pen is held in writing—that the drawing books should indicate whether the work was done from copy, memory, or dictation—and that soft pencils were better than hard ones, and two grades of pencil better than one for drawing purposes.

"How often should pupils in and below the 6th grade read?" was the topic of discussion. Remarks were made by Messrs. Belfield, Merrill, Heywood, Cutter, Baker, Merriman, Hanford, Lewis, and by Mrs. Farnham. A suggestion to change the wording of the question so as to make it read "What proportion of the time of pupils in the primary grades should be given to reading, and to what extent are the present text-books in that branch suitable?" was made. This discussion was interrupted by adjournment, Mr. Lewis having the floor.

EDUCATIONAL INTELLIGENCE.

MR. S. M. ETTER has been elected Superintendent of Public Instruction for the State of Illinois.

During the ensuing year *Appleton's Journal* will be exclusively devoted to literature, to the exclusion of engravings.

PROF. J. H. SMART, superintendent of the public schools of Fort Wayne, Ind., is elected Superintendent of Public Instruction for the State of Indiana.

UNDER the Amalgamation Act, of the last legislature of Indiana, certain high schools were commissioned the preparatory departments of the University.

MR. C. S. SMART, superintendent of the public schools of Circleville, Ohio, is elected State Commissioner of Common Schools of Ohio, and will enter upon his duties in January next.

THE San Francisco School Board has adopted resolutions that the public school teachers of the lower grades shall study drawing, for the purpose of giving lessons to their respective classes; that all regular teachers be required to pass an examination in drawing at the next June vacation, and that those teachers who, without being excused by the Committee on account of proficiency, refuse to take lessons and fail to pass the examination, shall forfeit their positions.

THE Supreme Court of the State of Indiana has just decided that colored children have no right to free education except in districts where they are in sufficient numbers for the establishment of separate schools. The ground of this opinion is that the advantages of free schools are conferred by the State Constitution only upon "citizens"; and at the time the Constitution was adopted the colored people were not citizens. Good law it may be, but not much justice, certainly.

WE are pleased to learn that our esteemed friend, Mr. Alfred P. Burbank, for some years a principal of one of the Chicago schools, is winning golden opinions throughout the eastern cities and towns as a finished and popular elocutionist and dramatic reader. Mr. B. has but few superiors, if any, in his special line; and it is a rare treat to listen to his inimitable vocalization and to witness his superb delineations. We most cordially recommend him to lecture societies.

A CIRCULAR has been issued by the State Board of Education for the State of Indiana to all persons in charge of both public and private schools, announcing that an Educational Department will be opened at the next State Exposition, and calling for the preparation of specimens of drawing, penmanship and examination papers. A good idea; and we suggest that a similar call be issued by the Board of Education of this city, for exhibition at the next Exposition in this city.

THE County Superintendent of Public Schools of Cook county, Mr. Geo. D. PLANT, reports that there are thirty-three townships superintended by the Board. The whole number of districts which have sustained schools five months in the year is two hundred and nine; number of districts sustaining schools for less time, six; those supporting none, three. Two hundred and fifty-nine public schools were sustained, giving in the aggregate two thousand four hundred and eighty months' schooling on an average of eight hundred and six months at each school during the year.

MANY of our readers will be pained to learn of the sudden death in the city of New York, of diphtheria, of Mr. Amasa May, on the 19th ultimo. Mr. May was for many years a successful teacher in N. H. Afterwards and for a long period traveling agent for the publishing house of J. B. Lippincott, of Philadelphia, and more recently with E. H. Butler & Co. Mr. May was doubtless well known to many of our western teachers, for he had traveled extensively and made many friends, who will remember him as a gentleman of genial manners and cultivated mind.

It is said that Charlemagne was the first man who gave definite shape to German superior education. His two leading thoughts were to extend higher education beyond the clergy, and to educate suitable teachers. To this end he called over from England the Anglo-Saxon Alcuin, and established him at the head of the oldest school in the empire, the Court school or Schola Palatina, in which talented men were educated as principals of similar schools, thus enabling Charlemagne to carry out his favorite idea of establishing schools throughout his vast empire.

THE following by Mayor Havemeyer, of New York city, is its own sad comment: "The fact is, our public school system is a farce and a humbug. The boys learn just enough to spoil them from being good workmen. They all want to be clerks or fancy book-keepers, or something of which we have a surplus in the population. Instead of learning a good trade, they learn to appear the gentleman, and they are no good to themselves or any body else. That is the result of our public school system, and I am against all such nonsense. I made all my sons useful members of society by putting them to work in my factory like other men. I do not care what misfortunes may befall them, they can always earn an honest living."

THE last census returns show that there are, in the city of Chicago, seven thousand three hundred and fifty persons above ten years of age who cannot read—nearly two and four-tenths per cent. of the entire population. Those who cannot write, are reported at ten thousand five hundred and forty-eight, which, without doubt, includes the number who cannot read. More than thirty-five persons out of each one thousand in the city above ten years of age are thus ranked as illiterate. Of the whole number, only seven hundred and eighty-two—less than three-tenths of one per cent. of the entire population—are reported between the ages of ten and twenty-one years. Of the fourteen cities having a population of over one hundred thousand each, Chicago reports the smallest percentage, except two cities, San Francisco and Buffalo, of persons between ten and twenty-one years who cannot write. "Doomed to illiteracy."

THE TEACHER'S DESK.

"CAIRNES' POLITICAL ECONOMY: Some Leading Principles of Political Economy Newly Expounded." By J. E. Cairnes, M. A., Emeritus Professor of Political Economy, in University College, London. New York: Harper Brothers. Chicago: Jansen, McClurg & Co.

While Prof. Cairnes has achieved a well-won reputation as a teacher and expounder of the principles of political economy, he is perhaps more widely known to the general reader as an earnest supporter and advocate of woman suffrage, and it certainly does not detract from his eminence as a political economist, that he has recently held a tilt with Prof. Goldwin Smith in defense of this movement, wherein he takes occasion to administer a sharp reproof to the distinguished Professor. Prof. Cairnes writes from an English or European standpoint and most of his conclusions are based upon the relations of trade, labor and capital, as modified by the conditions obtaining in those countries. Assuming the cardinal principles of the science to be everywhere the same, his line of discussion departs somewhat from that of the great masters, Adams, Smith, Malthus, Ricardo and Mill, and his conclusions are somewhat at variance with those of these distinguished writers. As he says in his preface, he joins issue in "those intermediate principles by means of which the detailed results are connected with the higher causes which produced them."

The author further gives his views of Trades' Unions and Strikes, and traces their relation to and their influence upon the industries of mankind. Being a strenuous advocate of the principle of free trade, he has no sympathy with the system of protection employed in the United States, and expresses his astonishment that a country with a commerce so exclusive as that of this country will adhere to a policy so utterly at variance with sound statesmanship. The treatise will be found instructive by all students of the science, and we cordially recommend it to scholars and business men.

A SCHOOL HISTORY OF GERMANY, from the earliest period to the establishment of the GERMAN EMPIRE in 1871. By Bayard Taylor. New York. D. Appleton & Co.: 1874. 12mo. pp. x 608. A. S. Kissell, agent, 117 and 119 State street, Chicago.

The unsurpassed opportunities of Mr. Taylor for gathering the material of his history—and he has made good use of them—and his reputation as a close observer and careful writer, are sufficient guarantee of the fidelity with which this narrative is written. The history of the German race must possess unusual interest as being the history of a people from whom have sprung, in a large degree, the English and American nationalities and who have done more, perhaps, than any other race to give character to existing civilization. The treatise is a lucid, connected narrative of this remarkable people for a period of fifteen hundred years, and is characterized by great clearness, vigor, and purity of style, and it must become a most valuable contribution to modern history.

The author, confined as he was to the limits of a textbook has, notwithstanding, preserved the continuity of the narrative with singular fidelity, omitting no prominent event, and rendering a most timely service to the study of history in the preparation of this book for the use of schools and private students. Next to the history of the United States and of England, the history of Germany must possess an absorbing interest for the American people, and here we have it in a most interesting and instructive form. The book is furnished with historical maps which will be found of great service to the student, and is abundantly illustrated. These features, together with the handsome and durable style of binding, make it a most desirable book for schools, both public and private.

HAZEL-BLOSSOMS. By John Greenleaf Whittier. Boston: James R. Osgood & Co. 1875.

Another volume from the pen of the poet dearest to the hearts of the American people, a man whose purity and

gentleness of soul shines through every line which he writes. In this volume we find his noble tribute to Sumner, and his beautiful lines on Agassiz at Penikese, with a number of smaller pieces.

Mr. Whittier has added the poems of his sister Elizabeth, some of which indicate the possession of a fine poetic fancy and an intense spirituality.

THE BUILDING OF A BRAIN. By Edward H. Clarke, M. D. author of "Sex in Education." Boston: James R. Osgood & Co. 1874.

Dr. Clarke has followed his attack upon the erroneous system of female education by an essay of even greater power and value, which the leaders of the "reform against nature" would be willing to pass in silence, but which should be in the hands of all teachers and parents. It is one of the remarkable facts of the day that Dr. Clarke should be regarded by some an enemy of the higher education of women. Nothing can be more unjust to him. He pleads for the fullest and most harmonious development of brain and muscle, of every organ and tissue.

The views of Dr. Clarke are supported by such men as Dr. Lionel S. Beale, of London, the well known author; Drs. Fordyce, Barker, T. Addis Emmet and Wm. A. Hammond, of N. Y., and many others. Dr. Clarke also quotes, as confirmatory of his doctrine, from the Reports of the State Board of Health of Massachusetts, etc., etc.

Teachers and parents, read this little volume by all means.

A HIGHER ARITHMETIC. By G. P. Quackenbos L. L. D., author of a "Practical Arithmetic," etc., upon the basis of the works of George R. Perkins, L. L. D. New York: D. Appleton & Co., 549 and 551 Broadway, 1874. 12ms. pp. 420.

This is one of the books constituting a mathematical series by G. P. Quackenbos, and possesses many good features that will commend it to favor. Its mechanical execution is good, is well bound, printed in clear type and in general appearance is quite attractive. While the general method is similar to other books of the kind, it has some features that are new and well presented. The discussions of principles is thorough, and in the main lucid and satisfactory. The elements of book-keeping are exemplified to some extent in connection with Addition and Subtraction, and this we note as a valuable feature in an arithmetic of this grade. The subject of stocks receives considerable attention, and some new terms in commercial transactions explained, such as "buying and selling," "long" and "short," etc. Full information is given with respect of other subjects, involving the ordinary processes of arithmetic. The Metric System comes in for explanation and exemplification. Altogether the book shows careful thought and pains-taking, and is a volume of rare excellence.

THE SCHOOLMASTER'S TRUNK; containing Papers on Home-Life in Tweenit. By Mrs. A. M. Diaz. Illustrated. Boston: James R. Osgood & Co. 1874.

These sketches, originally published in the *Hearth and Home*, are designed to call attention to some of the follies of our civilization, especially in woman's work. Many of the points are well taken, and deserve the thoughtful consideration of the men and women of our country.

THE SONG FOUNTAIN, a Song Book for the school room, "is intended to aid classes that have passed beyond the advanced primary grades" in the study of musical notation, in acquiring

1. "Readiness in singing at sight.
2. "A proper vocal development; and
3. "A tasteful and appropriate style of musical performance."

The scales, Major and Minor, are arranged for practice, and are to be studied alternately. We are pleased with the arrangement of the Major Scales, rhythmically, and think that the Minor would be more useful if arranged in the same manner.

The exercises for vocalizing and the songs contained in the work, show good taste.

We like the appearance of the book, and in the hands of a thorough and skillful teacher it will do all that is claimed for it by the authors.

PRACTICAL BOOK-KEEPING, containing thorough instruction in Journalizing, Posting, and Closing, etc., etc. By W. A. Drew, Proprietor of Drew's Business College, Chicago. Chicago: Geo. Sherwood & Co. \$1.50.

A sensible treatise on book-keeping, evidently the result of years of skillful teaching, containing lucid and well-digested exercises in Double Entry, accompanied by explanations sufficient to aid the student to a clear understanding of the science. The work has received the unqualified approval of many of our best teachers.

Sherwood & Co., also publish the necessary blank books, prepared in the best style.

GRADED SINGERS FOR DAY-SCHOOLS.—The idea of musical study as a feature of the Public School system, has already been agitated in our different cities. In some places it has been introduced as an element in current School Education, but there is a vast field for improvement in the method and process used in its study in the Public Schools. What little instruction is given in the art is often crude, and without uniformity, and consequently but little interest is felt in the study by pupils. In this respect the cities of Cincinnati and Chicago, are making the most successful efforts. The standing of the Chicago schools in musical progress, is due to the graded system embodied in the series of "Graded Singers," by Messrs. Blackman and Whittemore. This series is in four books, graded as follows: No. 1 commences the study of singing in Primary Departments, carrying the pupil through lower grades, and occupying in the Chicago schools, about three years' time. No. 2 is adapted to Intermediate and District Schools, whether graded or not. No. 3 is a fine collection of music, arranged in three parts. No. 4 is for High Schools, and adult classes of mixed voices.

Teachers will find these books admirable for their work, some one of them being adapted to every pupil, from Primary to High School. "Graded Singers" are issued in board covers; price 25, 50, 75 cents and \$1.00 respectively, and will be sent to any address, prepaid, on remitting the price to the publishers, JOHN CHURCH & Co., Cincinnati, Ohio.

SCRIBNER'S MONTHLY FOR DECEMBER.—"Notes on Kentucky and Tennessee," in the December number of SCRIBNER'S, form the final regular installment in the Great South Series, by Mr. King. A description of the Mammoth Cave forms a large part of this article, and there are several fresh illustrations of this wonderful place. The other articles illustrated, either by means of pictures or diagrams, are "The Transit of Venus," "The Probabilities of Rivers," "The Silver Age," and "Rambles in Maderia." In fiction we have the continuation of Jules Verne's "Mysterious Island," with illustrations; and of Saxé Holm's curious story, "My Tourmaline;" also "Jeannette," by Miss Woolson, and "In a Trumpet," a Thanksgiving story by Miss Hopkins, author of "One of Miss Widgery's Evenings." Mr. Stedman gives us another of his essays on "The Victorian Poets," this time grappling with that tough subject, Robert Browning himself. There are poems by Celia Thaxter and others. In "Topics of the Time," Dr. Holland writes about "The Great South Series of Papers," "Christianity and Color," "Investments for Income," "Nature and Literature." The Doctor says that Edward King traveled in all twenty-five thousand miles in gathering the materials for his papers. In the department of Etchings there is an amusing account of "The Devil in Literature." Dr. Holland's new novel, "The Story of Sevenoaks," will begin in the January number of SCRIBNER'S.

The December No. of the *Atlantic* completes the thirty-fourth volume of a vigorous and enterprising magazine, and is now ready and for sale everywhere. The following admirable table of contents is presented. POETRY: "Cadenabbia," by H. W. Longfellow; "Visit of the Wrens," by Paul H. Hayne; "Land and Sea," by Hiram Rich, and other poems. FICTION AND NARRATIVE: "A Foregone Conclusion," by W. D. Howells; "About a Barrel of Lard," by Ajax T. Lamon; "A Rebel's Recollections," by GEORGE CARY EGLESTON. (The end and after.) NATURAL AND SUPERNATURAL: "Contrast between English Scenery and our

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THE December number of LIPPINCOTT'S MAGAZINE, completing the fourteenth volume of this delightful monthly, is here, bearing upon the face of it unmistakable indications of constant and confident improvement, and a growing success. Lippincott's is among the most cosmopolitan of our American magazines, and under its present energetic management is strengthening itself in the minds of the people every year. It is American, but not sectional or partisan. It is rapidly securing for itself an enviable individuality, and filling a place in our literature by no means so well filled but by few other magazines. The present number is handsomely illustrated and is filled with a charming variety of articles suited to all classes of intelligent readers. In fiction, personal sketches, poetry are matters of rare and valuable information on subjects of general interest, notably—"Some Recollections of Charles Lever"—"Sketch of the Political Life of the late Lord Lytton"—"A Visit to the Studio of Meissonier"—"Physical Effects of the Emotion of the Heart," etc., all of which are delightful reading. The Monthly Gossip is full of happy selections. The book criticisms are able and discriminating as usual. We are pleased to notice that the fourteenth volume closes with every indication of future prosperity. The publishers are offering unusual inducements to all subscribers. Send for specimen number—20 cts. J. B. Lippincott, 715 and 717 Market St., Philadelphia.

ST. NICHOLAS FOR DECEMBER opens with a handsomely illustrated article on the celebrated "Garden of the Gods," in Colorado. Among the other instructive articles are "The Boy Astronomer," by Hezekiah Butterworth; "The Chickadees," by Harvey Wilder; "African Fashions," by Olive Thorn; "Altorf and William Tell," by Emma D. Southwick; and "Holiday Harbor," an excellent article by Mrs. S. B. C. Samuels, showing the boys and girls how to build a city, with all the public buildings, steamboats, railroad trains, etc., necessary for its prosperity. The stories in the number are, many of them, remarkably good. The wonderful adventures of "Tchumpin" are concluded; Mary N. Prescott writes charmingly about "Prue's Dolls;" there is a bright, fanciful story by B. E. Woolf, called "Mabel's Troubles," with a picture by Eytinge, a characteristic tale translated from the Swedish by Selma Borg and Marie A. Brown. Helen C. Weeks tells about "Fourteen Monkeys," and all the boys will be glad to read "The Comanches' Trail," by Samuel W. Cozzens. A poem, which is excellent in itself, is illustrated by twelve dogs' heads drawn from life with great spirit and fidelity by A. H. Thayer. Among other poems are "Little Whimpy," by Mrs. Dodge; "The Jeweled Tree," by A. M. Machar, and "Friends," by L. G. Warner. Mrs. Abby Morton Diaz has one of her funny sketches, called "A Little Girl's Story." Very interesting announcements are made for the January issue of St. Nicholas, which will be the holiday number, and will contain, besides, ever so many Christmas stories, the opening chapters of the new serials; "The Young Surveyor," by J. T. Trowbridge, and "Eight Cousins," by Louisa M. Alcott.

"A GOOD beginning makes a bad ending" is not true of THE NATIONAL SUNDAY SCHOOL TEACHER for 1874. It began the year well, and, by universal testimony, has constantly improved from month to month. The December number is, so far, the best. Prof. S. C. Bartlett contributes to it "Walks About Jerusalem;" Prof. J. T. Hyde writes on "The Kingship of Christ;" Rev. W. H. Daniels has a charming prose Christmas Carol called, "The Christ-Child," while other contributors help to make this a very attractive number. There are eight additional pages for this month, and this gives the editorial departments full

room. And they are not only full of wit and wisdom, but a great industry is shown in gathering news and methods of Sunday-School work from all over the world. The publishers announce that for the coming year Mr. M. C. Hazard, its present editor, will write the lessons, confident that he will make them as helpful as he has the other departments of THE TEACHER. Published by Adams, Blackmer & Lyon Pub. Co., who also, this year, have made quite a success of their LITTLE FOLKS, for primary classes.

THE GALAXY fully vindicates its reputation for variety in the choice of subjects; for we find in the December number an English serial story, a Norwegian story, an American story, a Swedish poem, a sketch of the late princes of Siam, a sketch of a French journalist, and, to extend our travels still further and into another sphere, there is a curious article on materialized spirits, written in the form of a narrative, under the title "Was it Katie King?" The strong articles of the number are on the duration of the executive term; reviewing the opinions of the leading American Statesmen on this subject from 1787 to the present day, and an examination of Professor Tyndall's theological views by James Freeman Clarke.

Mr. Richard Grant White contributes an article upon the present marriage service, and another upon the American "Interview," which he looks upon as an abomination.

A fair sprinkling of poetry and the usual departments of literary criticism, science and gossip complete an uncommonly entertaining number.

THE December number of Harper's Magazine is in all respects a most brilliant issue. A characteristic feature of this enterprising magazine is the expansive development of the subjects treated in its illustrated articles. We have a striking instance of the method in the opening article, a paper on "St. Augustine," by Constance Fennimore Woolson. Professor Simon Newcomb contributes an illustrated article on "The Coming Transit of Venus." Mr. Conway's third paper on "Decorative Art, and Architecture in England," is most timely. Edward H. Knight, of Washington, contributes the second paper of "The First Century of the Republic." Senor Castelar continues his papers on the "Republican Movement in Europe." Mr. Mason's "Rape of the Gamp" grows fascinating. Miss M. C. Pike narrates in strong sense a very touching legend of the Hudson, in an illustrated poem, entitled "The Ballad of Breakneck." Other original articles and the editorials, choice and attractive, as they always are, make up this superb number. Single or specimen numbers, 35c.

POPULAR SCIENCE MONTHLY for December contains the following superb table of contents: I. The Paces of the Horse. (Illustrated.) II. Odon's and Life, by Fernand Papillon. III. The Natural History of the Oyster, by Rev. Samuel Lockwood, Ph. D. (Illustrated.) IV. Some Superstitions on Hydrophobia, by Charles P. Russell, M. D. V. Physiological Basis of Mental Culture, by Nathan Allen, M.D., LL.D. VI. Thermal Death-Point of Living Matter, II. by B. Charlton Bastian, M.D., F.R.S. VII. Address before the American Association, by Prof. Joseph Lovering. VIII. The Early Study of Geography, by Major Wilson. IX. The Transit of Venus, by Prof. S. P. Langley. (Illustrated.) X. The Great Conflict, by John William Draper, M.D., LL.D. XI. Sketch of Dr. J. Lawrence Smith. (Portrait.) XII. Correspondence, River Hydraulics. XIII. Editor's Table: Instructive and attractive as usual.

LITTELL'S LIVING AGE is *sui generis* among the periodicals. It is made up entirely of selected articles, and fastidious indeed must be the taste that cannot in it find that which will amuse, interest and instruct. In these days of the wholesale manufacture and distribution of reading matter, no person may hope to read every thing, and since but few understand the "art of skipping," he is a benefactor of the reading public, who, as this weekly does, selects the cream of the foreign publications for the delectation of its fortunate readers. Romance, science and general politics find a place in every number. We unhesitatingly and enthusiastically commend it to our readers.

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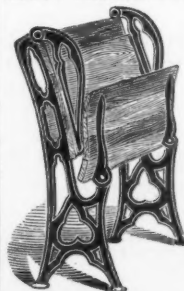
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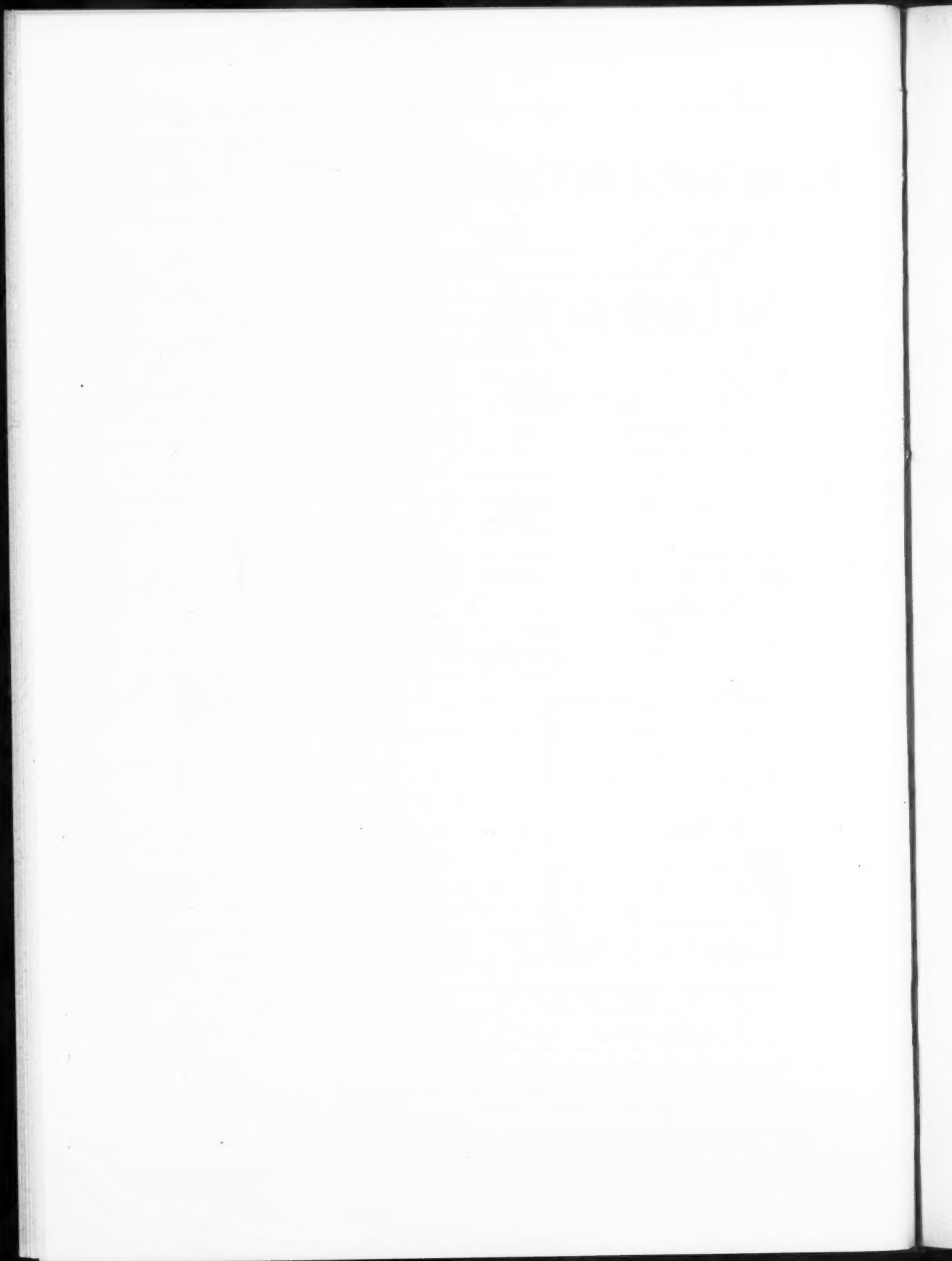
DEAR SIR, — It has become a serious question how I shall spell certain words. I sent a communication to our county paper, the other day, in which occurred the words *centre, theatre, traveller, height, skilful, instil, fulfil*, spelled as I have just written them; but, when I came to read my article in print, I found that the editor, supposing that I did not know how to spell, had changed these words to *center, theater, traveler, hight, skillful, instill, fulfill*. I felt somewhat indignant, and asked the editor what right he had to place me in such a false light before the public. He quietly assured me that it was a rule of the office to spell these words according to Webster. Now I do not get my spelling from Webster, but from the practice of the best English and American books and periodicals; and I don't see why the orthography of the dictionary and that of literature should not agree. I have in my library a number of standard works, and have for some years had access to a good many others. All these I have examined with special reference to the spelling; and my observation has satisfied me that in three-fourths of the standard works of our language the words I have quoted are spelled just as I spell them. Among these works are the following: all English publications; all our Bibles and Prayer-books; nearly all our American classics, including the works of Bancroft, Prescott, Irving, Hawthorne, Bryant, Everett, Longfellow, Lowell, Whittier, Holmes, etc.; the most popular American editions of English works, including those of Scott, Dickens, Thackeray, Reade, Burns, Byron, etc.; most of our works on English and American literature, including Chambers's Cyclopædia of English Literature, Duyckinck's Cyclopædia of American Literature, the works of Shaw, Marsh, Müller, Hart, etc.; most of our works of reference, such as the New American Cyclopædia, Allibone's Dictionary of Authors, Lippincott's Pronouncing Biographical Dictionary, etc., etc. Among periodicals that spell in the good old way, as represented in Worcester's Dictionary, are *The N. A. Review, Atlantic Monthly, Galaxy, Nation, N. Y. Herald, N. Y. Times, N. Y. Evening Post, Graphic, Golden Age, The N. Y. World, Philadelphia Press*, and many others, representing, unquestionably, the greater part of the culture, scholarship, and influence of the periodical press. In view of these facts, am I right or wrong in spelling as I do? Shall I follow the *literary* spelling, or that of our county paper?

ANXIOUS INQUIRER.

ANSWER.

The dictum of Horace was, that "use is the law of language," and we think that, judged according to this law, our correspondent is right. Language is not a thing that can be bent and altered to suit the notions of any man or set of men. It is an organic thing, and it grows and changes according to its own law of development, not according to the rules of the grammarian or lexicographer. It is the province of these to tell us what *is* in language, not what *ought* to be. Noah Webster was a great man and did a noble work for the language, but he attempted too much — more than was possible for any man to accomplish: he tried to reform our orthography, which is confessedly very irregular, and, failing in that, has made it almost hopelessly unsettled and confused. In his first dictionary, published in 1806, he adopted a phonetic spelling, which was soon found to be utterly impracticable. We quote a few words in the original Websterian spelling: *aker, fether, iland, lether, soe* (for sew), *sut* (for soot), *steddy, tung, wimmen!* The public refused to adopt this plan, and one after another his peculiarities of spelling have been dropped from successive editions, until but few remain. A person may follow the *new* Webster (by Goodrich and Porter) without going far astray from the established orthography of literature. He is not compelled to use such barbarous forms as *hight, center, luster, caliber*, etc.; he may take his choice between these forms and those used in Worcester.—LIT. ED.

[The above admirable and conclusive answer is understood to be from the able pen of the accomplished Professor of English Literature in the State Normal School of Millersville, Pa., Prof. J. WILLIS WESTLAKE.]



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UNANIMOUSLY RECOMMENDED BY THE PRINCIPALS.

UNANIMOUSLY ADOPTED BY THE BOARD.

At the regular meeting of the Board of Education, **Quincy, Ill.**, Feb. 7th, 1874, the following report upon the **INDEPENDENT READERS** was submitted by the Committee on Text-Books, and **unanimously adopted**:

We, the undersigned, a committee appointed by the Board of Education, to consider a proposition from A. S. Barnes & Co., Publishers of the Independent Readers and Spellers, for introduction into the public schools of this city, would respectfully report: That having long since made a careful examination of said Readers and Spellers, and believing that a change from the long used and well-worn books now in use will be beneficial, do recommend that their proposition be accepted; and that the books be introduced as classes are promoted, and pupils are required to purchase new books.

We have also been urged to this conclusion by the request of a large number of the principal teachers, whose recommendation together with that of Mr. D. S. Morrison, and the proposition of A. S. Barnes & Co., we herewith present and ask to have made a part of the report.

WARREN F. PITNEY, THOS. W. MACFALL, ALBERT DEMAREE.

QUINCY, February 6th, 1874.

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In short, if I were asked to recommend a series of Readers, I would say, "Give me the Independent Readers in preference to any others that I have examined."

A. W. STARKEY, Principal High School.

This is to certify that I have examined the Independent Readers published by A. S. Barnes & Co. The selections are new and well made. The books are of the best materials, and the execution of the work is excellent. I am acquainted with no series of Readers equal to them, and I cordially recommend their adoption whenever a change in such books can be made.

D. L. MORRISON, Principal Quincy Seminary.

Mr. Tansman moved that the report be received and adopted, and that the books now in use be exchanged for the Independent Readers on the terms proposed.

The motion was carried by a unanimous vote.

On motion the Board adjourned.

ALBERT DEMAREE, Clerk.

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The fruitless efforts of our pedagogues finally led them to confess, *sub rosa* of course, for teachers are not fond of coming to the confessional, that there was a horrible discord between their theory and correct practice. The study of grammar was, to a large extent, only "love's labor lost."

In despair at the ill success of their weary toil, they turned for relief to the text-book makers. In answer to their prayers, came big books and little books, thick books and thin, primary books, and some that were neither primary nor elementary. Each and every one was heralded to the light, as the veritable panacea for the disease resulting from a wrong diagnosis and superficial treatment. The crucial test of school-room work, however, soon disclosed Murray's face glowering terribly from its thin disguise. It was like the demon faces, which appearing in their crucibles, as the old Alchemists had almost discovered the Philosopher's Stone, baffled them in their endeavors and compelled a repetition of their work from the beginning.

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equate to the labor expended. To these succeeded analysis pictured by diagrams, "linked sweetness long drawn out." A faithful trial of this master stroke of art run mad, brought no relief to teachers who looked for practical benefit: for their pupils. The sum of accomplishment may be stated as follows: If children were surrounded by favorable home influences, they could, perchance, speak correctly and even elegantly. When required to put pen to paper, there was a fearful failure in their capacity to write a single page of commercial note paper without at least a half-dozen outrageous errors. Looking at the definition of English Grammar as "the art of speaking and *writing* the English language correctly," one-half only had been accomplished; how about the other half? In the meantime one fact was sure to transpire: the children hated the very mention of English Grammar.

The despairing cry of the vexed and troubled teachers increased: "Who shall deliver us from this horrible Old Man of the Sea: L. Murray and the countless throng of his poor imitators?" Suddenly the day dawned. The truth has been accepted. A man of eminent talent and learning has been found bold enough to declare that the English of to-day is a "grammarless tongue," in the usually accepted, or Murray, sense. How can it be otherwise, when we take the usage of our best speakers and writers as a standard?—a standard as changeable as the shifting sands of the tidal sea. This fact once accepted, it remains only to teach our pupils to speak and write the current language of the day, without particular reference to classic severity or fine shading.

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The thanks of the whole fraternity of teachers are due to Prof. Swinton, for his able and exhaustive pioneer labor in this great field, hitherto so thoroughly unworked.

We cannot close this article, without a word or two commendatory of the typographical and mechanical excellence of the books. They are bound in linen, making the cover and the inside capable of the same amount of wear, so rarely the case, as parents and guardians know to their cost. Its whole make-up is a credit to the great house of Harpers—all the world know, nothing farther can be said.

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"The acceptance of an American dictionary in England has itself had immense effect in keeping up the community of speech, to break which would be a grievous harm, not to the English-speaking nations alone, but to mankind. The result of this has been that the common dictionary must suit both sides of the Atlantic.

"Every dictionary compiler, by the mere fact of his selection and treatment of words, is able to exalt some and degrade others, thus gaining a practical influence over the language he deals with. Fully conscious of this influence, Webster used it with intent in his dictionary. Thus it was his decision as a zealous purist that brought in the revived older spelling *traveler*, *worshiped*, &c., and substituted the Latin *favor*, *honor*, for the English *favour*, *honour*, &c., while, for the sake of uniformity, the old but unusual forms *center*, *nitre*, are given precedence over *centre*, *nitre*, &c. These peculiarities, accepted by the American public, often enable the reader to distinguish at a glance an American from an English book.

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At the regular meeting of the Board of Education, **Quincy, Ills.**, Feb. 7th, 1874, the following report upon the **INDEPENDENT READERS** was submitted by the Committee on Text-Books, and **unanimously adopted:**

We, the undersigned, a committee appointed by the Board of Education, to consider a proposition from A. S. Barnes & Co., Publishers of the Independent Readers and Spellers, for introduction into the public schools of this city, would respectfully report: That having long since made a careful examination of said Readers and Spellers, and believing that a change from the long used and well-worn books now in use will be beneficial, do recommend that their proposition be accepted; and that the books be introduced as classes are promoted, and pupils are required to purchase new books.

We have also been urged to this conclusion by the request of a large number of the principal teachers, whose recommendation together with that of Mr. D. S. Morrison, and the proposition of A. S. Barnes & Co., we herewith present and ask to have made a part of the report.

WARREN F. PITNEY, THOS. W. MACFALL, ALBERT DEMAREE.

QUINCY, February 6th, 1874.

The undersigned teachers unite in the most emphatic terms in the following request to the Board of Education of the Quincy Public Schools:

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In short, if I were asked to recommend a series of Readers, I would say, "Give me the Independent Readers in preference to any others that I have examined."

A. W. STARKEY, Principal High School.

This is to certify that I have examined the Independent Readers published by A. S. Barnes & Co. The selections are new and well made. The books are of the best materials, and the execution of the work is excellent. I am acquainted with no series of Readers equal to them, and I cordially recommend their adoption whenever a change in such books can be made.

D. L. MORRISON, Principal Quincy Seminary.

Mr. Tansman moved that the report be received and adopted, and that the books now in use be exchanged for the Independent Readers on the terms proposed.

The motion was carried by a unanimous vote.

On motion the Board adjourned.

ALBERT DEMAREE, Clerk.

THE CHICAGO TEACHER.

Public Schools was then resumed. The speakers were Messrs. Howland and G. D. Broomell. The President called Mr. Baker to the chair, and closed this very interesting discussion by urging, in addition to points already made, the importance as moral educating agencies, of the practice of *system, sincerity and devotion* on the part of teachers.

Mr. Heywood, of the Executive Committee, offered, and the Association adopted, as the subject of discussion for the next meeting, the following: "Resolved that much of the so-called Oral Instruction is at the expense of more important studies."

The February number of our friend with the green cover contains some good, sensible things. We do not of course indorse all the spirited editor has to say upon corporal punishment, albeit we have known the rod to exercise a wonderful effect, *quo ad* the Latin grammar; nor do we quite agree with his sentiments upon the ex-officio love question; still, we like his manly, straight-forward sentiments upon educational questions generally, and believe them to be founded upon experience, and a conscientious belief in the worth of the principles laid down. A lady, in sending names of subscribers, said: "We do not like you, wholly; but we take you, nevertheless, for you are the best of your kind." "Them," as the little boy said to his spelling book, "is our sentiments." *THE TEACHER* is a clever periodical. Its paragraphs are terse, original, and to the point, and its contributions well written, and up to the times.—*Inter-Ocean*.

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We have also been urged to this conclusion by the request of a large number of the principal teachers, whose recommendation together with that of Mr. D. S. Morrison, and the proposition of A. S. Barnes & Co., we herewith present and ask to have made a part of the report.

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Mr. Tansman moved that the report be received and adopted, and that the books now in use be exchanged for the Independent Readers on the terms proposed.

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We have also been urged to this conclusion by the request of a large number of the principal teachers, whose recommendation together with that of Mr. D. S. Morrison, and the proposition of A. S. Barnes & Co., we herewith present and ask to have a part of the report.

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Mr. Tansman moved that the report be received and adopted, and that the books now in use be exchanged for the Independent Readers on the terms proposed.

The motion was carried by a unanimous vote.

On motion the Board adjourned.

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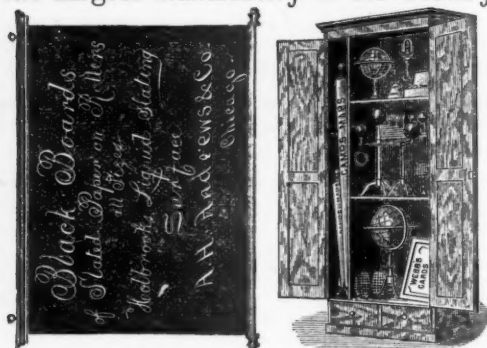
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INDIANA.

The Board of Trustees of Purdue University, in regular session at Lafayette, June 12, elected A. Shortridge, Superintendent of Public Schools, Indianapolis, President of the Faculty. Salary \$3,000 per annum. Taking effect July 1.

NEW YORK.

The school authorities of the city of New York have our sympathy in that they are so sorely exercised in the solution of that vexed question of "corporeal punishment." It appears that recently a committee appointed to investigate a case of "bodily chastisement" by one of their teachers, reported the teacher as meriting a reprimand, and then made an appeal to the Board to restore to teachers the permission to punish pupils when other influences failed to secure proper deportment in school.

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BROOKLYN.

The committee to whom was referred the report of Supt. Fields in respect of "mixed schools," reported back, recommending that the suggestions embodied in the report be adopted. The Superintendent regards co-education of the sexes in public schools as fraught with unmitigated evil, and the proposition is before the Board to establish separate schools for boys and girls—a proposition, if adopted, we cannot but regard as a step in the wrong direction. We shall further revert to this subject.

THE TEACHER'S DESK.

THE CENTENNIAL GAZETTEER OF THE UNITED STATES. A geographical and statistical Encyclopedia. By A. Von Stenwehr, A. M., author of eclectic series of geographical and topographical map of the United States. Philadelphia: Ziegler & McCurdy. Library style. \$5.75.

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THE ATLANTIC for July contains articles from Howells, Stoddard, G. C. Eggleston, Dale Owen, Bret Harte, Joaquin Miller, and others, articles to suit all tastes. This is the first number of a new volume; and now is a good time to subscribe.

SCRIBNER'S MONTHLY for July contains some notable features, not the least of which is Prof. Hart's carefully prepared article on "The Shakspeare Death-Mask," with a number of cuts giving views of this and other alleged likenesses of the poet. Mr. Stoddard's "Studies of Some British Authors" are here begun, with a paper on Ancestry, to be followed by another on the same subject. The much controverted "Orthodox Minister" is heard from again on "Our Eschatology." The opening article of the number is one of the Great South, illustrated series, by Edward King. Missouri is here described with considerable detail as to its history, resources and enterprises. Mr. King has a little poem in the same number; and there are poems by B. F. Taylor, Louise Chandler Moulton and John Frazer (a translation). Saxe Holm's "A Four-Leaved Clover" is concluded; Jules Verne's "Mysterious Island" and Miss Trafton's "Katherine Earle" are both continued. Mrs. Hodgson Burnett has a short story, and General d'Abain an entertaining sketch of some extraordinary scenes in Cambodia.

Dr. Holland discusses "New York," "Taxation that Kills" and "The Southern States." "The Old Cabinet is about," "A Search for a Fugitive; and there is the usual variety in the other departments.

THE POPULAR SCIENCE MONTHLY for July sustains its well-earned reputation. There are thirteen articles, all of value, many of them illustrated. The article on the *Genesis of Woman*, by Ely Van De Warker, is a contribution to the Clarke controversy, and though brief, is to the point.

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seems that the compiler considers that all the paraphernalia of the theater are necessary to the successful production of the selections. A review of the scenes selected also shows that the trappings of the stage are a necessity. Almost every one of the plays of Shakespeare would be insipid without these accessories; much more would one scene from a play be interesting without them. The same is true of all dramas. The compiler has selected two scenes from *Midsummer Night's Dream*—"Oberon and Titania," and "Pyramus and Thisbe;" one from "As you like It," one from Home's *Douglas*—"Norval." Some of the other authors are Knowles, Douglas Jerrold, Beaumont and Fletcher, Sheridan. These selections are all good.

DUFFET'S FRENCH METHOD. A progressive and practical method for the study of the French language. By F. Duffet. Wilson, Hinkle & Co. Cincinnati. \$1.00.

This little book of 192 pages, in flexible covers, shows the taste and excellent mechanical work for which the publishers are noted. This Method is excellently arranged, so far as the theory of teaching is concerned, each lesson consisting of a vocabulary, a few practical rules and idioms applicable to the exercises in the lesson, a number of sentences illustrating the rules and idioms, a conversation in French for translation, an exercise in converting English into French, and finally, one or more letters or anecdotes, which serve as exercises. It is taken for granted that a teacher will be employed. The excellent features are the presentation of grammar as needed, the numerous illustrations of idioms, and the conversion of English into French. At the end of the work there is a series of Miscellaneous Phrases which need to be committed to memory, and a number of anecdotes in French for translation. We think the book would serve an admirable purpose in the hands of a teacher who will insist upon the memorizing of the vocabularies, rules and idioms, for it must be remembered that no language can be learned without a vigorous stretch of memory.

WHAT IS DARWINISM? By Charles Hodge, Princeton, N. J. New York: Scribner, Armstrong & Co. For sale by Hadley Bros. \$1.50.

A very able attack upon Darwinism by one of the acutest theologians of the century; a little volume which all should read, whether prejudiced for or against the doctrines of the great English naturalist. Dr. Hodge shows that the distinctive feature of Darwinism is not Evolution; a man may be an Evolutionist, as many a man is, and yet repudiate Darwinism; nor is "the survival of the fittest," peculiar to Darwinism, though this doctrine has been more fully elaborated by Mr. Darwin than by any other man. Dr. Hodge claims, and proves by quotations from Darwin's own writings, as well as from the writings of both advocates and opponents of Mr. D.'s views, that the essence of Darwinism, that which differentiates it from other theories, is its denial of teleology, or the doctrine of final causes. Having established this, Dr. Hodge proceeds to show that "Darwinism is tantamount to Atheism." He says (p. 177): "We have thus arrived at the answer to our question, What is Darwinism? It is Atheism. This does not mean, as before said, that Mr. Darwin himself, and all that adopt his views, are atheists; but it means that his theory is atheistic; that the exclusion of design from nature is, as Dr. Gray says, tantamount to Atheism."

THE INTERNATIONAL REVIEW. Six times a year. July, August, 1874. New York: A. S. Barnes & Co. \$5.00 per year.

This is only the fourth number of a Review which has already taken its place in the front rank of periodicals, strong, solid, fearless, cultivated. The contents of this No. are "Wm. Cullen Bryant and his Writings, by Ray Palmer, D. D.; Coal and its Supply by Prof. E. B. Andrews. State Geologists of Ohio; Thirteen Years of Freedom in Italy, by Prof. Angelo de Gubernatis, LL. D., of Florence, Italy; The Catholic Reformation in Switzerland; The New Review of the English Bible, by Prof. Geo. P. Fisher, D. D., Yale College; The Orthodox Church, by the Princess Dora d' Istria. Books."

HARPER'S WEEKLY is by all odds the finest illustrated paper on the continent, if not in the world. Its illustrations show not only genius in their conception and artistic skill in their execution, but they are eminently *timely*. The power of Nast's pencil has been felt more than once at a critical moment, and always with marked results. But, aside from the "pictures," the *Weekly* is valuable for its sensible editorials upon the topics of the times, articles which strike telling blows for the right and against the wrong, whether in United States officials or ward politicians.

The last number giving many other good things, has "A Fourth of July Ballad," which depicts with pen and pencil the successful wooing of the maid Columbia by the youth Jonathan, and the ill luck which happened to John Bull and his dog in their attempts to interfere in the wooing.

THE GALAXY for July presents its usual richness and variety of contents. Among the more prominent articles we notice Linley Rochford, by Justin McCarthy, whose writings alone would make any number attractive. Voltaire is presented in another *role* than that of a philosopher, and we see him a faithful lover who never forgot any woman who had once loved him. An illustrious example to many a man of the present day.

An able article on Poland and the Poles, by Emily Reed Barnes, containing some reminiscences of that heroic but unfortunate people, well worth a perusal. *Life on the Plains*, by Gen. Custer who wields the pen as gracefully as the sword and who depicts in a graphic style an episode in border life as fascinating to the soldier and adventurer as it is attended with peril. Olive Logan tells us how the voice may be a source of income. M. M. M., introduces us to a page of life in Italy, that can not fail to be as interesting, as that land is full of personal incident. In *Henri Rochefort*, by Junius Henri Browne we are treated to a parallelism between the governments of France and the United States, though the article is devoted to a running review of the life of France's distinguished exile.

The scientific miscellany is unusually full and valuable. The July number begins a new volume and now is the time to subscribe. Teachers will find it a most valuable periodical. \$4.00 a year; 2 copies, \$7.00; 3 copies, \$10.00; 10 copies, \$30.00.

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LESSONS IN LANGUAGE. An introduction to the study of English Grammar. By Hiram Hadley, Rev. Ed. Chicago: Hadley Brothers. 60 cents.

GUYOT'S GRAMMAR SCHOOL GEOGRAPHY. By A. Guyot. New York: Scribner, Armstrong & Co.

THE CHICAGO TEACHER.**THE SEPTEMBER**

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OF

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ON

The Relation of the Pulpit to Popular Education,

THE PAPER ON

TRUANCY

BY LESLIE LEWIS,

the conclusion of Mr. HANFORD's paper on

EXAMINATIONS;

all of which were read before the Illinois Society of School Principals at its meeting at Galesburg.

THE SEPTEMBER NUMBER

will also contain the first of a series of articles on

Departmental Instruction,

By I. S. BAKER, of Chicago.

THE OCTOBER NUMBER

will contain JERE. MAHONY'S humorous paper read at Galesburg; and the first of a series of articles by C. B. STETSON, the author of "TECHNICAL EDUCATION." "Mr. Stetson is an accomplished writer, and as an educator has a most excellent reputation in New England."

The following named gentlemen will write for THE TEACHER:

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REV. ABBOTT E. KITTREDGE, Chicago.

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
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
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
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
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 Warmly recommended by Bancroft, Prescott, Motley, Geo. P. Marsh, Halleck, Whittier, Willis, Saxe, Elihu Burritt, Daniel Webster, Rufus Choate, H. Coleridge, Smart, Horace Mann, Presidents Woolsey, Wayland, Hopkins, Nott, Walker, Anderson, and the best American and European scholars.

A

[See the next page.]

SALES OF DICTIONARIES IN 1873, AS REPORTED BY BOOKSELLERS.

The following statements, out of a large number of like character, from Booksellers in every section, are given simply to show what Dictionaries, and hence what guides in Orthography, Pronunciation, and Definition, are approved throughout the country, as shown by the sale and consequent use:—

Cincinnati, Ohio, "Feb. 13, 1874. — We sold last year 10,000 copies of Webster's small Dictionaries and 500 Unabridged. In the same time we sold 4 Worcester's Quarto, and about 20 smaller." — WILSON, HINKLE, & Co.

"Feb. 14, 1874. — About 100 Unabridged Webster, — none of Worcester; about 1,500 Webster's School Dictionaries, and about 50 of Worcester's." — APPLIGATE, POUNSFORD, & Co.

Cleveland, Ohio, "Feb. 16, 1874. — In 1873, 200 Webster 4to to 1 of Worcester's 4to. Of School Dictionaries 500 Webster's to 10 of Worcester's." — INGHAM, CLARKE, & Co.

Toledo, Ohio, "Feb. 18, 1874. — The call for Worcester's Dictionary is so seldom that we do not think it worth while to keep any on hand. Of Webster's large and small, thousands sold during the year." — T. J. BROWN, EAGER, & Co.

Indianapolis, Ind., "Feb. 15, 1874. — Our sales of Webster's 4to Dictionary are about in the proportion of 150 copies to 1 of any other kind, while of the smaller ones we sell about 500 copies to one." — BOWEN, STEWART, & Co.

Bloomington, Ill., "Feb. 16, 1874. — For 1873 we sold about 250 Webster's Quarto Dictionary. We purchased one, only, of Worcester's Quarto, and now have that one on hand unsold." — MAXWELL, BATCHELDER, & Co.

Madison, Wis., "Feb. 16, 1874. — Have not sold a copy of any other Dictionary than Webster for five years. Our customers seem to take it for granted that there is but one." — MOSELEY & BRO.

Janesville, Wis., "Feb. 17, 1874. — 100 Webster to nary a Worcester." — MOSELEY & BRO.

Dubuque, Iowa, "Feb. 17, 1874. — We have sold during the past year, 100 copies Webster's Unabridged Dictionary, and 2 copies Worcester's Dictionary." — GROSVENOR & HARGER.

Iowa City, Iowa, "Feb. 17, 1874. — We sold several cases of the Webster's Dictionaries during 1873, and not one Worcester." — ALLIN, WILSON, & SMITH.

Detroit, Mich., "Feb. 16, 1874. — Sales of Webster's Dictionary average 50 copies per year. Sell no others." — RICHMOND & BACHUS.

Pittsburgh, Pa., "Feb. 17, 1874. — Have never had a copy of Worcester in the store since last edition of Webster was issued. No call for it." — J. L. READ & SON.

Louisville, Ky., "Jan. 23, 1874. — Should say our sales of the Unabridged are at least 50 of Webster to 1 of Worcester." — SHERRILL, SON, & CO.

"Jan. 22, 1874. — Our invoices show a sale of 20 Webster to 1 Worcester." — DAVIDSON BROTHERS & CRUMP.

"Jan. 22, 1874. — How many Webster we have sold we could scarcely ascertain, but we do not think we have had more than one call for Worcester's Quarto, and none for the smaller editions." — MAXWELL & Co.

Boston, "Feb. 13, 1874. — 20 Webster's Unabridged to 1 of Worcester; of the School editions, say 3 to 1." — NOYES, HOLMES, & Co.

"Feb. 14, 1874. — 50 to 1 in favor of Webster — both Unabridged and School editions." — KNIGHT, ADAMS, & Co.

New York, "Feb. 14, 1874. — About 10 to 1 in favor of Webster." — MASON, BAKER, & PRATT.

"Feb. 13, 1874. — Not aware of selling more than 1 Worcester in the last five years." — NELSON & PHILLIPS, Meth. Book Room.

"Feb. 16, 1874. — Few except Webster's." — COLLINS & BROTHER.

"March, 1874. — We sell about 200 Webster's 4to to 1 Worcester's." — D. APPLETON & Co.

Albany, N. Y. "April 24, 1874. — About 4 Worcester to 96 Webster." — S. R. GRAY.

Philadelphia, Pa., "Feb. 19, 1874. — We think that we sell from 3 to 5 copies of Worcester to every 100 of Webster." — J. B. LIPPINCOTT & Co.

"Feb. 16, 1874. — Unabridged nearly all Webster's; occasional demands for Worcester's smaller, but very seldom for their Quarto." — MOSS & Co.

Erie, Pa., "March 16, 1874. — We sold last year 54 Webster's Unabridged and 1 Worcester's." — S. P. ENSIGN & Co.

St. Louis, Mo., "Jan. 23, 1874. — Our sales of Dictionaries during the past year have been in proportion of 1,000 Webster to 12 of Worcester." — R. & T. A. ENNIS.

"Jan. 31, 1874. — Our sales of Webster's Dictionaries, both School and Unabridged, exceed that of Worcester in the ratio of 10 to 1." — GRAY, BAKER, & Co.

"Jan. 24, 1874. — Our sales of Webster's Dictionaries for 1873 were 110 Unabridged, 3,000 Primary, 1,100 High School. [Aggregate amount, at wholesale rates, about \$3,000.] Statistics of other sales not convenient at this writing. Of Worcester our sales did not reach \$150 for the year." — ROBERT D. PATTERSON & Co.

"Jan. 29, 1874. — We sold in 1873 of Webster's Unabridged, 140; of Worcester's Unabridged, 1." — HENDRICKS, CHITTENDEN, & Co.

Sales of Dictionaries in 1873, continued.

Baltimore, Md., "Feb. 4, 1874. — Our relative sales of Webster and Worcester's Quarto Dictionaries is about 25 to 1 in favor of Webster, — in regard to the School Dictionaries, probably 20 to 1." — J. W. BOND & Co.

"Jan. 5, 1874. — Where we sell 1 copy of Worcester's we sell at least 60 copies of Webster's Dictionaries." — CUSHINGS & BAILEY.

Richmond, Va., "Jan. 23, 1874. — Not more than 2 Worcester's Unabridged in 1873, — many more of Webster. Probably 800 Webster's Primary to 1 Worcester's Primary." — STARR & RYLAND.

"Jan. 27, 1874. — More of Webster's Unabridged than any other. In School Dictionaries we think Webster is considerably most in favor." — WEST, JOHNSTON, & Co.

Fort Wayne, Ind., "Have sold in 1873 about 125 copies of the Unabridged, and about 1,000 of all other grades of Webster's Dictionaries. Have not a single Worcester's in the house. Have only sold 5 Worcester's in 5 years." — KEIL & BRO.

Milwaukee, Wis., "Feb. 16, 1874. — Have sold since Jan. 1st, 1873, 105 Webster's Unabridged. We have in the same length of time sold but one Worcester's Unabridged." — WEST & Co.

St. Joseph, Mo., "Feb. 17, 1874. — Sold in 1873, 52 Webster's Unabridged. Had no call for Worcester's." — WOOLWORTH & COLT.

Council Bluffs, Iowa, "Feb. 13, 1874. — We sell about 20 Webster to 1 of Worcester." — BUSHNELL & BRACKETT.

Monroe, Wis., "Feb. 10, 1874. — I sell 10 Webster where I sell 1 of any other kind." — R. D. VAUGHN.

Memphis, Tenn., "Jan. 26, 1874. — We sold [in 1873] about 50 Webster's Unabridged, and about 6 Worcester's, from 800 to 1,000 of Webster's Primary, and very few of Worcester's." — CLEAVES & CARNES.

"Nashville Publishing House of Methodist Episcopal Church South, Jan. 24, 1874. — Our sales of Webster's Unabridged Dictionary last year were about one hundred and fifty copies, — of Worcester's none. We do not handle school books." — A. H. REDFORD, Agent.

Nashville, Tenn., "Jan. 1874. — Our sales of Webster's 4to are, say 4 or 5 to 1 of Worcester's. Of the smaller Dictionaries we sell 100 to 1 probably." — HUNTER & WARREN.

Columbia, S. C., "Feb. 5, 1874. — My impression is, that I sell about one fourth as many of Worcester's Dictionaries, large and small, as I do of Webster's." — R. L. BRYAN.

Charleston, S. C., "Feb. 14, 1874. — We sell 12 Webster's to 1 of any other Dictionary." — SAMUEL FOGARTIE.

Savannah, Ga., "Jan. 26, 1874. — The sales of Webster's School Dictionaries as compared with Worcester's are as 20 to 1. We probably sell 3 of Webster's Unabridged to 1 of Worcester's." — JOHN M. COOPER & Co.

Macon, Ga., "Feb. 2, 1874. — We have sold during the past year, not more than 5 Worcester's Unabridged, and perhaps 2 dozen School Dictionaries, — of Webster's Unabridged, we have sold nearly 60, and over 1,000 Webster's School Dictionaries." — J. W. BURKE & Co.

Montgomery, Ala., "Jan. 24, 1874. — I sell 10 of Webster's Unabridged to 1 of Worcester's, — of the School editions I sell 100 of Webster's to 1 of Worcester's." — JOEL WHITE.

Mobile, Ala., "Feb. 16, 1874. — I sell 100 of Webster's School Dictionaries to 1 of Worcester's. Of the Unabridged 50 Webster to 1 of Worcester's." — T. S. BINGOOD.

New Orleans, La., "Jan. 27, 1874. — We sold during the past year 12 Webster's Quarto Dictionaries, and 2 Worcester's." — GEO. ELLIS & BRO.

Galveston, Texas, "Feb. 1874. — We do not keep Worcester's." — PIERCE & TERRY.

Worcester, Mass., "Feb. 18, 1874. — We understate it when we say we sell 100 Webster to 1 Worcester Unabridged." — GROUT & PUTNAM.

Portland, Me., "Feb. 16, 1874. — Probably 20 Webster's 4to to 1 Worcester; four or five times as many of Webster's School edition as of Worcester's." — BAILEY & NOTES.

"Feb. 18, 1874. — Have not had a call for Worcester's Dictionary for the last year and a half." — DRESSER, McCLELLAN, & Co.

Bangor, Me., "Feb. 19, 1874. — We sell none of Worcester's." — D. BUGBEE & Co.

Hartford, Ct., "Feb. 1874. — Webster's Unabridged 50, Worcester's 1; School editions, Webster's only." — GERR & POND.

Meadville, Pa., "Feb. 17, 1874. — Of Unabridged at least 25 of Webster to 1 of Worcester, and of the School editions at least 50 to 1." — H. H. THOMPSON.

Reading, Pa., "Feb. 18, 1874. — About 50 Webster's Unabridged, about one half dozen Worcester; School Dictionaries about 3 Webster to 1 Worcester." — KELLEY & SMITH.

Lancaster, Pa., "Feb. 20, 1874. — 30 Webster to 1 Worcester Unabridged, — School editions about 10 to 1." — J. M. WESTHAFFER.

Rochester, N. Y., "Have sold 1 Worcester's large Dictionary during 1873, and nearly 300 Webster." — STEELE, AVERY, & Co.

"Feb. 20, 1874. — No sale here for Worcester's Unabridged or School Dictionaries; demand is all Webster. Have not had a copy of Worcester in stock for past two years." — CLARE JOHNSTON.

Hudson, N. Y., "Feb. 17, 1874. — In proportion of 20 Webster's to 1 Worcester on Unabridged; 3 to 1 on High School and Comprehensive. All other Webster's exclusively." — J. B. MILLER.

Syracuse, N. Y., Feb. 61, 1874. — 100 Webster to 1 Worcester." — WYNKOOPS & LEONARD.

[See the next page.]

Sales of Dictionaries in 1873, concluded.

- Troy, N. Y.,** "Feb. 16, 1874. — About 60 to 1 in favor of Webster." — W. H. YOUNG & BLAKE.
 "March 6, 1874. — In 1873 we sold 72 Webster's Unabridged and 4 of Worcester's. We sold many of the Webster School editions, and none of Worcester's." — H. B. NIMS & Co.
- Rome, N. Y.,** "Feb. 27, 1873. — In 1873 I sold 30 Webster to 1 Worcester." — CHAS. TUTTLE.
- Buffalo, N. Y.,** "Feb. 14, 1874. — 120 Webster, not 1 of Worcester's." — H. H. OTIS.
 "March 16, 1874. — We sold 1 Worcester's School Dictionary last year, and over 500 Webster's." — THEO. BUTLER & SON.
- Utica, N. Y.,** "Feb. 18, 1874. — Have not kept Worcester's Dictionaries the last five years, as there has been no call for them." — T. W. SEWARD.
- Oswego, N. Y.,** "Feb. 16, 1874. — About 20 Webster's Unabridged; not any Worcester's." — HAMILTON, COE, & Co.
- Schenectady, N. Y.,** "Feb. 16, 1874. — In six years have sold between 150 and 200 of Webster's Unabridged Dictionaries, and not to exceed 5 Worcester's." — JAMES H. BARTHE.
- Binghamton, N. Y.,** "Feb. 16, 1874. — Have not sold a Worcester's Dictionary of any kind for five years. Have known of a copy sold occasionally of Worcester's Dictionary, but the proportion is as 1 to 100." — H. E. PRATT.
- Newark, N. J.,** "Feb. 20, 1874. — My sales of Webster's Quarto Dictionary are about 75 copies per annum; of Worcester's Quarto not more than two or three." — MARTIN R. DENNIS.
- Washington, D. C.,** "April 23, 1873. — Webster's Dictionary is the Standard authority for printing in this office, and has been for the last four years." — A. M. CLAPP, *Congressional Printer*.
 "March 9, 1874. — We have sold 25 Webster to 1 Worcester." — WARREN CHOATE & Co.
- Fall River, Mass.,** "Feb. 23, 1874. — We sell Webster's Unabridged, — we have no call for others." — ROBERT ADAMS & Co.
- Middlebury, Vt.,** "March 12, 1874. — Of Webster's Unabridged, 8. Of Worcester's, none." — ALDEN & Co.
- Burlington, Vt.,** "March 11, 1874. — We sell about 20 Webster to 1 Worcester, all around." — S. HUNTINGTON & Co.
- Bennington, Vt.,** "March 9, 1872. — I sell Webster's Dictionaries only; have no call for any other." — ALMON EDDY.
- Northampton, Mass.,** "Feb. 22, 1874. — Don't think we have sold a copy of Worcester in two years, but are constantly selling Webster." — BRIDGMAN & CHILDS.
- Lawrence, Mass.,** "Feb. 23, 1874. — My sales have always been at least 20 to 1 in favor of Webster." — LEWIS STRATTON.
- Fitchburg, Mass.,** "March 11, 1874. — About 15 Webster, 10 Worcester." — SHEPLEY & STEARNS.
- Charlestown, Mass.,** "March 9, 1874. — We sell about 25 Webster's Unabridged in a year, the demand being for that altogether." — ABRAHAM CUTTER & Co.
- New Haven, Conn.,** "March 6, 1874. — In 1873 we sold about 120 Webster's Unabridged, and 5 of Worcester's. Of School editions, Webster's almost entirely." — JUDD & WHITE.
- Knoxville, Tenn.,** "March 3, 1874. — We have sold in past three years 3 Worcester's Quarto Dictionary and about 200 Webster's, and about 40 Worcester's Primary to at least 2,500 Webster's." — WILLIAMS, STURGES, & Co.
- Chattanooga, Tenn.,** "March 6, 1874. — We sell none but Webster's Dictionaries." — GLEDHILL & Cady.
- Vicksburg, Miss.,** "March 5, 1874. — In 1873 I sold 13 Webster's Unabridged and 2 Worcester's." — H. C. CLARKE.
- Danville, Pa.,** "Feb. 21, 1874. — 10 Webster to 1 Worcester here." — E. W. CONKLING & Co.
- Baton Rouge, La.,** "March 6, 1874. — In 1873 I sold 10 Webster's Unabridged, none of Worcester, — 8 or 10 dozen Webster's Primary, none of Worcester." — M. CHAMBERS.
- Houston, Tex.,** "March 10. — My sales are about 20 Webster Unabridged to 1 Worcester, — 1,500 Webster's School editions to 50 Worcester." — E. H. CUSHING.
 "March 11, 1874. — We sell about 12 Webster's Unabridged a year, and none of Worcester's." — BALDWIN & Co.
- Waco, Tex.,** "March 8, 1874. — Have sold about 50 Webster's Unabridged, and only 1 of Worcester's. A good many of my customers tell me Worcester is the best, but somehow they buy Webster." — W. H. WATKINS.
- Quincy, Ill.,** "March 16, 1874. — In 1873 we sold 1 Worcester's Unabridged, and none of the other sizes. Of Webster, about 50 Unabridged and about 800 of the School editions." — DAYTON & ARTHUR.

[OTHERS OMITTED FOR WANT OF ROOM.]

Do not these facts prove that Webster is the National Standard, and that the introduction of any works differing from his must tend to produce that confusion and diversity which it is so essential to avoid? The attention of Educators is earnestly invited to this matter, as of the highest practical importance.



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Certainly it is what the compiler claims for it.

It is illustrated with colored plates, filled with choice sentences to read, and in every way exactly calculated to captivate a child and become the little one's treasure.

It is certainly a reader for children in which Binghampton people take more than ordinary interest."

Chicago, by adopting the Model Reader, has shown, that she fully agrees with our Binghampton contemporary.

We have used Mr. Webb's Primary Reading Lessons, in this city, for over twenty years and when his Analytical Primary Readers were issued seven years ago, we adopted them.

In this we think that we were a little in advance of Binghampton, although we find the following commendation from its Superintendent of Schools:

"The Analytical Readers have been used in the schools of Binghampton for the last two years with *entire satisfaction*.

"The books are progressive in matter, and the method of instruction which they embody cannot fail to make natural readers. All things considered I know of no series of Readers embodying so many excellences."

We have read carefully the *Republican's* claim, in behalf of the Superintendent of Schools of Binghampton, to parts of the *Preface of the Model Reader*—only the Preface.

As the pretension is modest, and Binghampton does not claim that any of its citizens have compiled a Primary Reader, but are using, to-day, those made by our friend J. Russell Webb, and published by George Sherwood & Co., Chicago, we would gladly share with Binghampton the glory of having originated the thought of the Preface to the Model Reader. We would not be selfish with our sister city; we would divide the honors.

But we have read the quotations of the *Republican* and those placed in juxtaposition, from an address purporting to have been delivered by the Superintendent of Schools of Binghampton, at Utica, in May 1871, and a similar address at Elmira in 1873, and fail to observe any marked resemblance in phraseology.

The Sentence Method has been in use, in Chicago, for several years.

The Sentence Method is a necessary result from a proper teaching of the Word Method.

Mr. Webb gives the essence of the whole matter in one of his earlier works, published several years before the Binghampton Superintendent claims to have written his address, which we are bound to assume was entirely original.

"Words are created from necessity. That which necessitated them, of course, existed before their creation. Words were created for a specific purpose and have therefore distinct meaning. This meaning is not manifested in the mechanical structure of the word, but lies concealed. Its existence is to be taught, and its association with the word so constantly manifested that the child comes to view the word only as the medium for this manifestation—as a transparency lighted up, as it were, by a spirit.

Of course, then, a word of itself is a dead thing—its meaning is its life.

This meaning must be comprehended, then breathed into the word before the word becomes a living thing—a thing that can talk—*talk thoughts* as well as things. To thus imbue words *with life* is the *First Step* in teaching Reading by the Word Method; and not till this is done should the form of the printed word be taught to the child."

It seems to us that we have here, in a few words, all that we can get from the voluminous extracts given in the *Republican*. Then, again, we find in the introduction of the Analytical First Reader, used in Binghampton, the following:

"Being able to name the words at sight, as readily as he could speak the names of things at sight, and knowing their meaning, the child is able to read with ease and naturalness, *i. e.* as he would talk."

And, again: "before showing the word to the child, his attention should be directed to the object, or to *what the word means*." This, it seems to us, embraces all there is, in theory or practice, of the Sentence Method.

We are informed, on good authority, that the Author or Publishers of the Model Reader were never in the Binghampton Schools or at any of the conventions at which the Binghampton lecturer delivered addresses, or had heard of any peculiar method of instruction therein, until after the Model Reader was in print. The Publishers have never seen the Superintendent of Binghampton Schools.

We also learn that J. Russell Webb taught the Word Method to this same Superintendent, at an Institute held in the town of Watertown, N. Y., twenty-five years ago.

It was thus that good seed was sown on good soil, the fruit of which has not only made Binghampton glad, but has greatly aided the cause of education by the able advocacy of the Sentence Method by Mr. Webb's pupil.

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ISRAEL F. JENKINS, Supt. Schools, Davis Co., Iowa—

"This little Model Reader asks no favors. The book style of the author are both unrivaled."

We would call your attention to our List of Publications on the other side of this Circular, and especially to the Analytical Readers by RICHARD EDWARDS, LL.D., and J. RUSSELL WEBB, and the Analytical Speller by Mr. EDWARDS and MORTIMER A. WARREN, which have been adopted in Chicago, New York, Brooklyn, Jersey City, Syracuse, Oswego, Binghamton, Elmira, N. Y., Lawrence, Kansas, Providence, R. I., Hartford and Norwich, Conn., and hundreds of other cities. We have received thousands of testimonials from teachers and school officers who have examined and used these Readers and Speller, but have space for the following recommendations and records of adoptions:

Hon. NEWTON BATEMAN, State Superintendent of Schools of Illinois:

"Upon the whole, I can commend this Series of Readers to educators as one of marked and substantial merit—a decided step forward in the right direction. We fully concur in the foregoing recommendations of the Hon. NEWTON BATEMAN:

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The Hon. P. McVICAR, State Superintendent of Schools of Kansas, says in his Annual Report for 1899:

"The Analytical Series of Readers by Richard Edwards, President of the Illinois State Normal University, I consider on the whole preferable."

We, the undersigned, fully concur in the foregoing opinions of Edwards & Webb's Analytical series, as given by Hon. P. McVicar and other educators of Kansas:

H. D. McCARTY, Supt of Schools, Leavenworth Co.	A. D. CHAMBERS, Supt of Schools, Lyon County.	J. JACOBUS, Supt of Schools, Davis Co.
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T. F. COOK, " " " " " "	J. W. LOWE, " " " " " "	" " " " " "

Hon. H. D. McCARTY, in his eleventh Annual Report of Department of Public Instruction, recommended Edwards & Webb's Analytical Readers as follows: "Edwards & Webb's Analytical Series is thought to be more preferable, and is most respectfully submitted to the judgment of teachers, school officers, and people of the State."

GENTLEMEN:—Allow me to introduce to your most favorable consideration the bearer hereof, Mr. C. H. HAYNES, of this city, who will in return, agree to it, introduce into your school the very best series of Readers published—the "Analytical."

Yours very truly,

D. J. EVA

From Prof. J. W. DICKINSON, Principal State Normal School, Westfield, Mass.: "The Analytical Readers are doubtless the best now used."

These books are now satisfactory to the Superintendents and Teachers, and no serious complaint has lately been made from parents. Barring some absurd Schoolmasterisms, which are usually found in school books, the analytical arrangement of these books is very good indeed.—Chicago Times, Apr. 2, 1899.

EDWARDS & WEBB'S READERS.—We perceive that the Board of Education, at their meeting on Tuesday evening, voted to retain Edwards & Webb's Readers as against Sanders' Series, by a vote of 18 yeas to 0 nays, although the latter series was offered free. The action of the Board does not surprise us. The Analytical Series has given satisfaction. These books were originally adopted, after a full discussion, by a vote of 11 to 4. After using them a year, 23 out of 25 Principals said: "We take pleasure in testifying that their use has given the fullest satisfaction." And now, again, our Board of Education consider and unanimously adopt them. We congratulate Sherwood & Co. upon their success in publishing works so acceptable to our leading educators.—Chicago Tribune, May 1, 1899.

WESTERN PUBLISHERS AHEAD.—Two years ago, Edwards & Webb's Analytical Readers, published by Geo. Sherwood & Co., of Chicago, were adopted by Board of Education of this city, against the combined opposition of all of the Eastern publishers of school books, by a vote of 11 out of 15 members. These received at the time and ever since have met with the severest criticism of their opponents, especially in regard to their political and religious bias, publishers, fully alive to their own interests, and determined to meet every want of the public, have availed themselves of the criticism of rival houses, as appears by the vote of last evening, have made them entirely acceptable to our Board. After a full discussion the vote stood 18 yeas and no nays out of members, as against Sanders' Union Series, which was offered free. There was never any objection to the plan of these books. We congratulate Sherwood upon their success, and believe that Western enterprise will be rewarded by Western patronage.—Chicago Post, May 4, 1897.

Do Edwards & Webb's Readers and Spellers Stand the test of the School Room?

On this point we invite the attention of Educators to the following testimony from the Principals and Head Assistants of the Chicago Schools

CHICAGO, ILL.

The undersigned have used Edwards & Webb's Analytical Series during the present school year. We find them correct in theory, excellent in their admirable in the arrangement of selections, insuring the interest and promoting the progress of our pupils. We take pleasure in testifying that their use has given the fullest satisfaction:

E. C. DELANO, Principal City Normal.	A. R. SABIN, Principal Newberry School.	H. M. BELFIELD, Principal Dore School.
D. S. WENTWORTH, " " " " " "	C. F. BABCOCK, " " " " " "	A. N. MERRIMAN, " " " " " "
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M. CULVER, " " " " " "	" " " " " "	" " " " " "

From the Principals of the Brooklyn, N. Y., Public Schools.

A meeting of the Principals of the Brooklyn Public Schools, held October 2, 1869, it was unanimously resolved to recommend Edwards & Webb's series of Analytical Readers to the Committee on Text-Books, and through them to the Board of Education. The following Principals were present:

EDERICK D. CLARK, S. ADAMS, G. MERWIN,	B. Y. CONKLIN, WM. N. REID, CHAS. E. TUTTILL,	JOHN B. BEALE, BENJAMIN EDSON, A. S. HIGGINS,	WM. M. JELLIFFE, S. G. TAYLOR, A. V. DAVIS,	PETER ROUGET, T. W. VALENTINE, CHAS. A. DORSEY,	L. F. LEWIS, L. B. HANAFORD, S. S. RANKINS.
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OFFICE BOARD OF EDUCATION, SYRACUSE, N. Y., December 10, 1870.

SIR:—You ask me how I like the "Analytical Series of Readers," and "what results do you find in your schools from their use?" I believe that, with few exceptions, they are the best Readers I have ever known. The selections are better adapted to the minds of children and youth, and they are far more educational than we usually find in the reading books. We have been able to accomplish more, during the time they have been in use, than we have in three or four years at length of time before their introduction. I have no hesitancy in recommending them for general introduction, believing the best interests of the public would be promoted thereby.

EDWARD SMITH, Superintendent Schools.

the undersigned Teachers, heartily concur in the foregoing views:

ATTIE B. POOLE, R. BURDICK, A. WOOD, RANCES E. ANDERSON, LURA A. CHAPMAN,	MARY E. FISHER, LIBBIE BROWN, R. A. LOWNSBURY, SOPHIA C. WIGHTMAN, CHARLOTTE B. HURD,	E. M. WHEELER, R. B. WHITE, JANE S. CARPENTER, SARAH R. PHILLIPS,	LIBBIE VAN WAGENEN, E. G. CHAPMAN, ELIZA A. KENNEDY, D. M. CHESBRO,	ELLEN C. TURNER, MARY BURK, M. M. STAFFORD, KATIE BRENNAN,	E. BUTLER, EMMA J. OLDS, JOSIE P. CHANE, MARINDA L. McLEAN
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From Rev. GILBERT TILLINGHAIST, Superintendent Schools, Wyoming, R. I.

Everybody likes them. I don't remember to have heard a word of fault found with your books by any one. Every teacher that has been in our town since their introduction, speaks highly in praise of them.

Report of EDWARD CONANT, A.M., Principal of the State Normal School at Randolph, Vt.

RANDOLPH, VERMONT, March 1, 1872.

N. JOHN H. FRENCH, LL.D., Secretary of the Vermont Board of Education:—I prefer the Analytical Readers. Children are interested in them, young women find in them much to interest and instruct and stimulate. They are well adapted for use with the Word-Method, or with the older letter-method. French presents for very careful training in articulation and pronunciation. They are very strong in the "Analyses," which exhibit methods of getting at the presented. This is a capital excellence. I judge the books of this series to be as good as any in other respects, much better in this.

From the MODEL READER, and Unanimous Vote in favor of the ANALYTICAL SERIES OF READERS AND SPELLERS after using them for seven years in the Chicago Schools.

(EXTRACT COPY.)

"REGULAR MEETING OF THE BOARD OF EDUCATION, CHICAGO, May 12, 1874.

the members being present.
Mr. Reynolds moved the adoption of Webb's Model First Reader in place of the Analytical First Reader, as the text book in the District and Grammar Schools, on the terms submitted by the publishers. Adopted.
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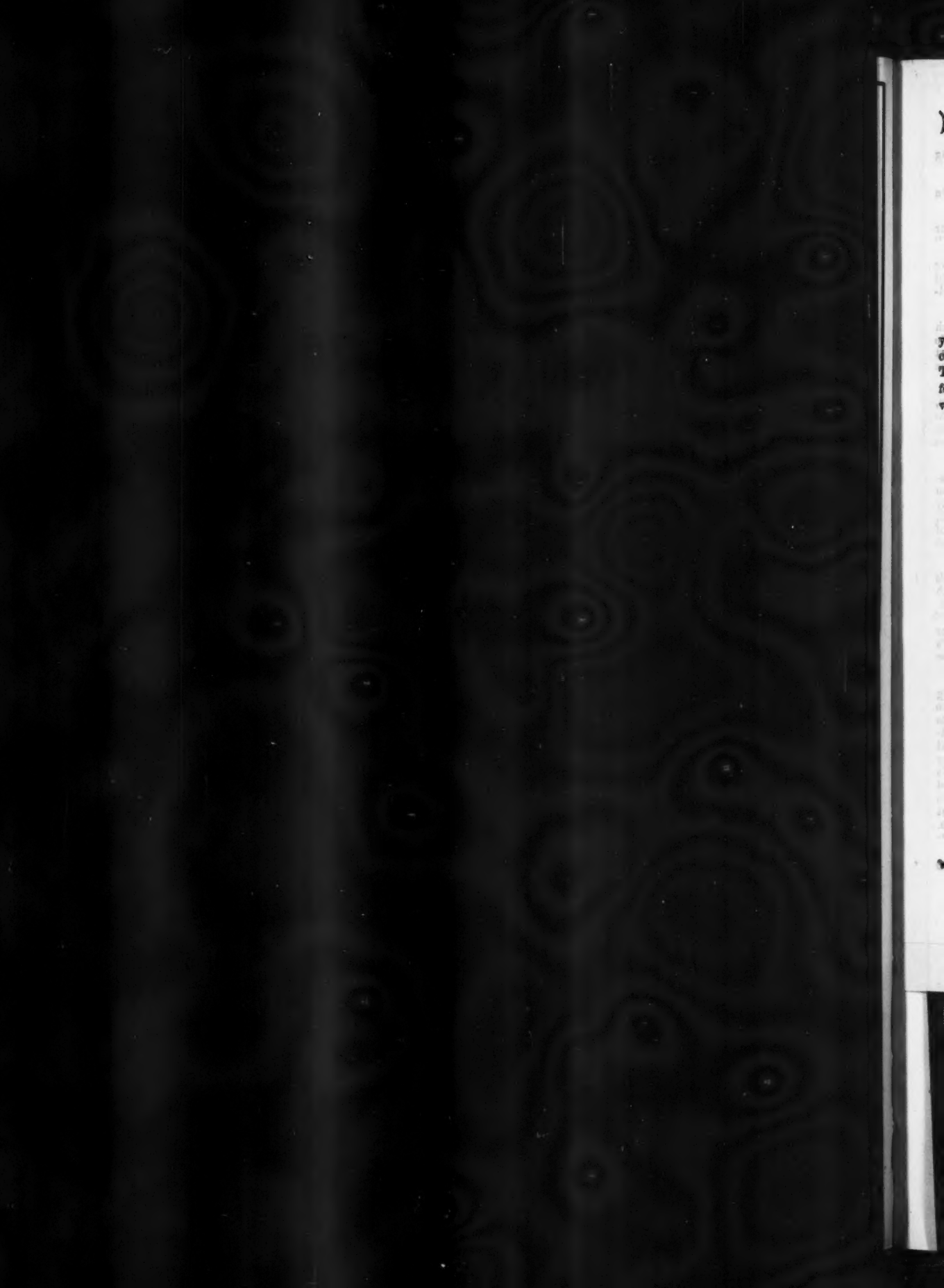
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En ey clo pe di a,* } *en-sy-klo-pee'di-a.*
 En ey clo pæ di a,* } *en-sik-lo-pee'di-a.* ?
 En ey clo pæ di a Wor. } *Wor.*

En dur ance, *en-dewr'ans.*
 En gine, *en'jin.*
 En gi neer, *en-ji-neer'.*
 E nig ma, *e-nig'ma.**
 En roll, *en-role'.*
 E nun ci ate, *e-nun'she-ate.*

En vel ope, n. } *en'vel-ope.*
 En vel op, n. & v. } *en-vel'op.*
 En vel op, n. & v. Wor. } *en-vel'op. v. Wor.*
 En ve lope, n. Wor. } *ahng've-lope. n. Wor.*
 } *en've-lope. n. Wor.*

Ep au let, } *ep'aw-let.*
 Ep au lette, } *ep'aw-let'.*
 E phem e ral, *e-fem'e-ral.*
 E piph a ny, *e-pif'a-ne.*
 Ep i taph, *ep'e-taf.*
 E pit o me, *e-pit'o-me.*
 Eq ui page, } *ek'we-pej.*
 } *ek'we-paj. Wor.*
 Eq ui ta ble, *ek'we-ta-bl.*
 E rase, *e-rase'.*

Er mine, } *er'min.*
 Er min, }
 Er mine, Wor. }
 Er ra ta, *er-ray'ta.** ?
 Er y sip e las, *er-i-sip'e-las.*
 Es pouse, *es-pouz'.*
 Es qui mau, *es'ke-moe.*
 Es qui mau, (pl.) *es'ke-moze.* ?
 Es sence, *es'sens.*

(28)

Es sen tial, *es-sen'shal.*
 Es ti ma ble, *es'ti-ma-bl.* ?
 Es tranged, *es-tranjed'.* ?
 Est u a ry, } *es'tu-a-re.*
 } *es'tyu-a-re. Wor.*
 Et i quette, *et-e-ket'.*

Final a as in *last.* Webster.

Et y mol o gy, *et-e-mol'o-je.*
 Eu lo gize, *yu'lo-jize.*
 Ev a nes cent, *ev-a-nes'sent.*
 E van gel ist, } *e-van'jel-ist.*
 E van ge list, Wor. }
 E va sion, *e-vay'zhun.*
 Ev er y, } *ev'er-e.*
 Ev e ry, Wor. } *ev'e-re. Wor.*
 Ewe, *yu.*
 Ex ag ger ate, *egz-aj'er-ate.*
 Ex as per ate, *egz-as'per-ate.*
 Ex ca va tion, *eks-ka-vay'shun.*
 Ex ceed, *eks-seed'.*
 Ex cel, *ek-sel'.*
 Ex cel len cy, *ek'sel-len-se.*
 Ex cel si or, } *eks-sel'si-or.*
 } *eks-sel'si-awr. Wor.*
 Ex cheq uer, *eks-chek'er.*
 Ex cit ing, *eks-sit'ing.*
 Ex cres ence, *eks-kres'sens.*
 Ex cru ci ate, *eks-kroo'she-ate.*
 Ex cus a ble, *eks-kewz'a-bl.*
 Ex ha la tion, *egz-ha-lay'shun.*

(29)

Ex hil a rate, *egz-hil'a-rate.*
 Ex i gen cy, *eks'i-jen-se.*
 Ex ot ic, *egz-ot'ik.*
 Ex panse, *eks-pans'.*
 Ex pan si ble, *eks-pans'i-bl.*
 Ex pa ti ate, *eks-pay'she-ate.*
 Ex pe di ent, *eks-pee'de-ent.*
 Ex pel, *eks-pel'.*
 Ex pend i ture, } *eks-pend'i-tyure.*
 Ex pen di ture, Wor. } *eks-pen'di-tewr. Wor.*
 Ex pe ri ence, *eks-pee'ri-ens.*
 Ex plie it, *eks-plis'it.*
 Ex qui site, *eks'kwe-zit.*
 Ex tem po re, *eks-tem'po-re.*
 Ex ten sion, *eks-ten'shun.*
 Ex ter mi nate, *eks-ter'min-ate.*

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"Yeas.—Messrs. Bluthardt, Calkins, Clarke, Hambleton, Oleson, Olinger, Reynolds, Richberg, Runyan, Sheldon, Stone, Wilce, and the President—13.

"Nays.—Messrs. Goggin and Johnston—2.

"On motion of Mr. Reynolds, the remaining books of the series of Analytical Readers were adopted as text books in the District and Grammar Schools.

"Yeas.—Messrs. Bluthardt, Calkins, Clarke, Goggin, Hambleton, Johnston, Oleson, Olinger, Reynolds, Richberg, Runyan, Sheldon, Stone, Wilce, and the President—15.

"Nays.—None.

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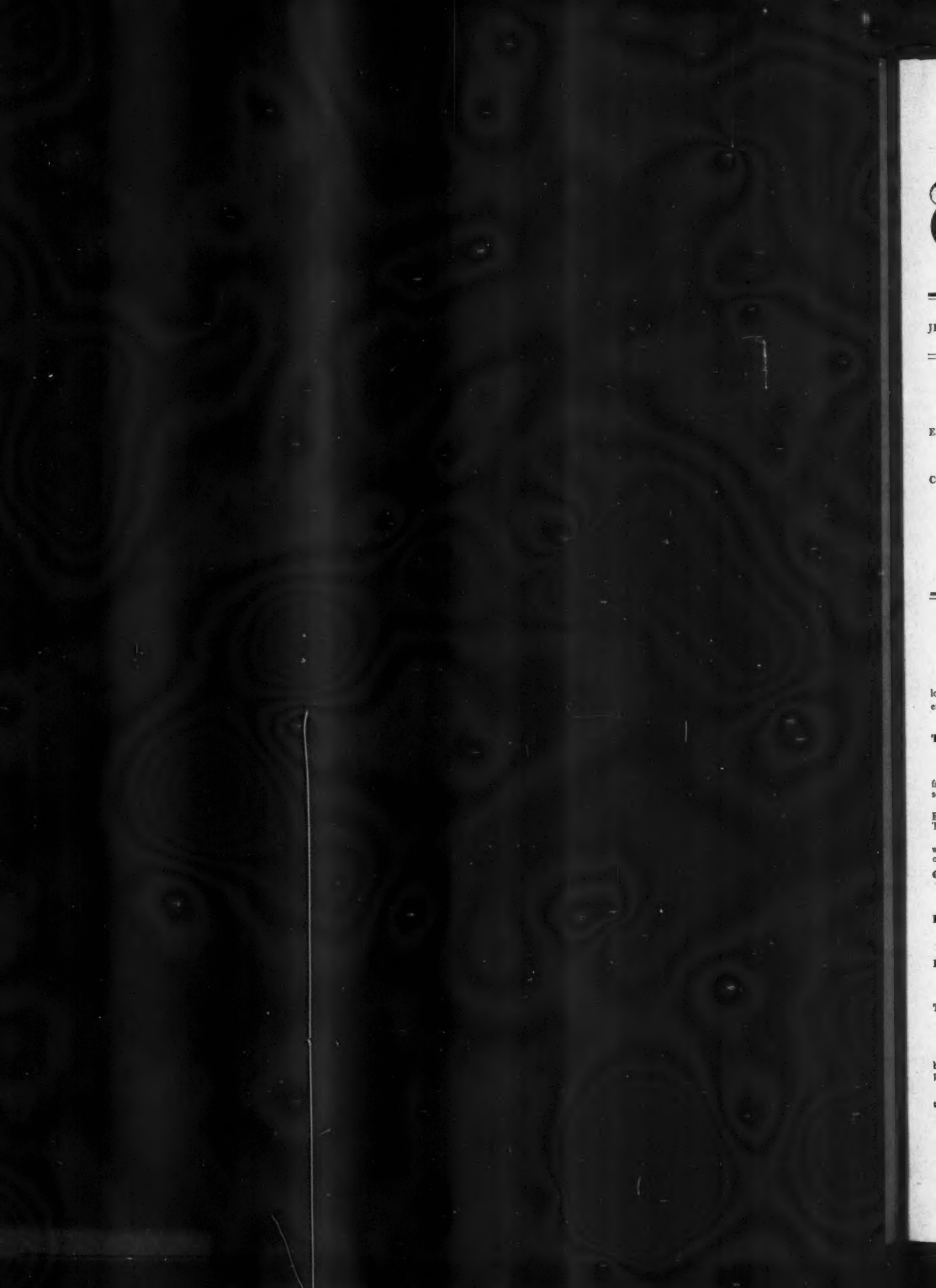
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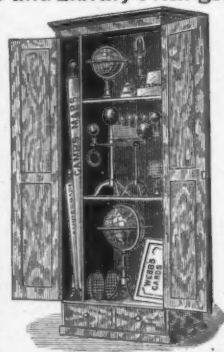
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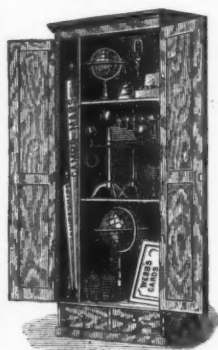
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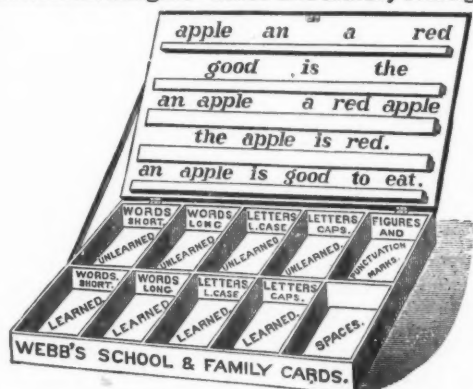
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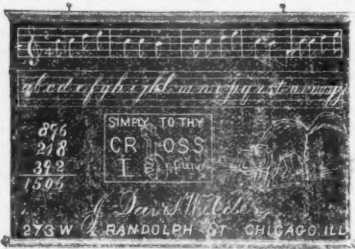
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